Saturday Review

February 19, 1966 25¢

MARLBORO COLLEGE
MARLBORO, VT.

EDUCATION

# EDUCATION AS SOCIAL INVENTION

By Jerome S. Bruner

Two Sides of a Miracle: Charles de Gaulle as Viewed by Francois Mauriac and David Schoenbrun (see Books)

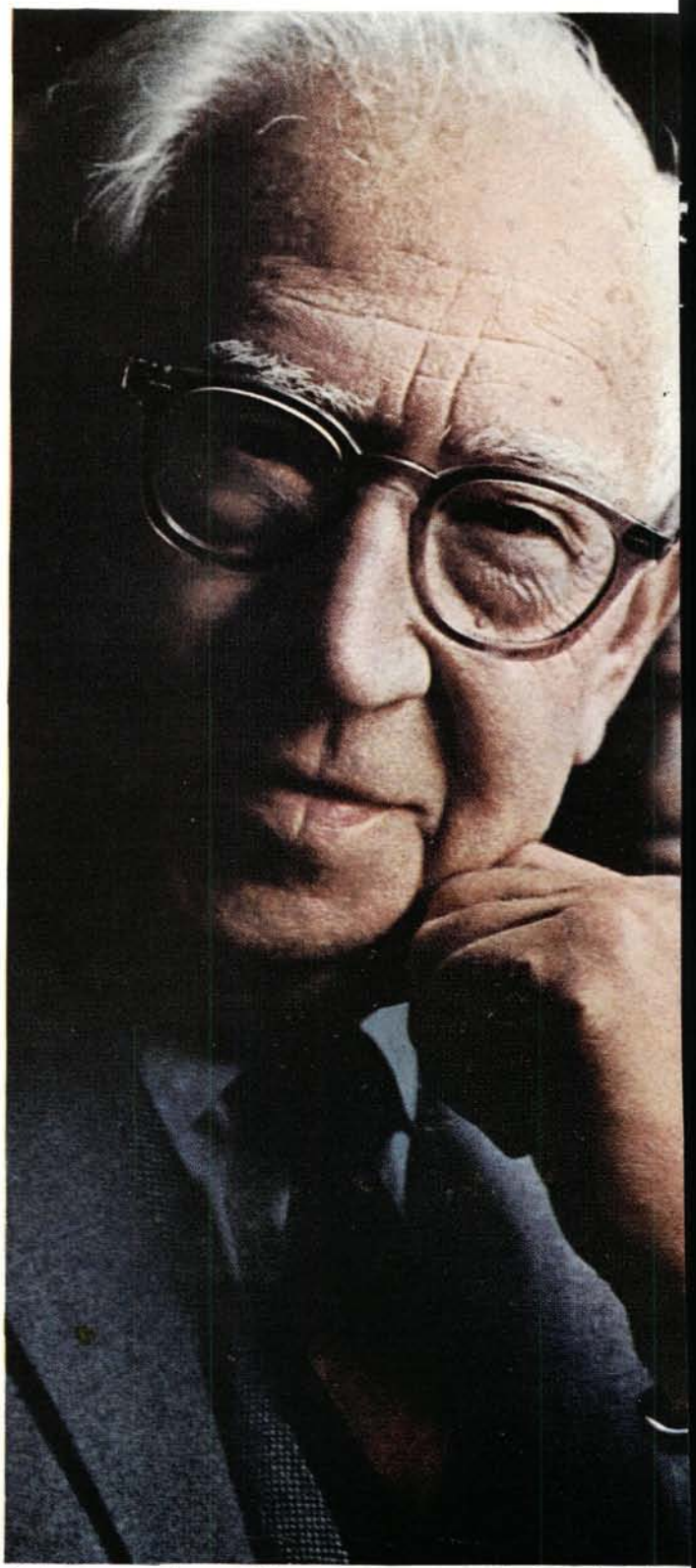
MARLBORO COLLEGE
LIBRARY
MARLBORO VT

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## Who cares about providing warmth as life begins . . .

Advanced incubator, sealed with a new G-E silicone, keeps constant temperature so vital to premature babies. Now a delicate thermostat can sense the tiniest changes in infant's body heat.

## extending years as life matures . . .



Patients recover faster and live extra years as a result of new intensive care in hospitals. A G-E cardiac monitor, for example, can keep 24-hou watch on heart patients, summon help at least sign of trouble.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# saving minutes when life's at stake?

Ambulance intern with G-E 2-way radio alerts hospital emergency team for critical case. And with pocket FM radio receivers doctors can be paged throughout an entire hospital complex.

## General Electric cares

**(and we're trying to make it easier for doctors to perform their miracles)**

People have come to expect the impossible from doctors. More often than not, they get it.

Medical advances in the past 20 years have been greater than in the past 20 centuries. Back of these modern miracles is medicine's increasing use of ideas from many sources of science and engineering. General Electric is one of these sources.

G-E computers, for example, are storing medical knowledge that no human memory could contain. And it can be tapped by doctors in seconds for use in diagnosis and treatment.

X-ray is no longer a one-at-a-time picture device. Now G-E equipment gives doctors a continuous X-ray "motion picture."

Closed-circuit television helps nurses watch over more patients. It helps doctors in different cities confer on cases. And it's a hospital training aid as it monitors operations.

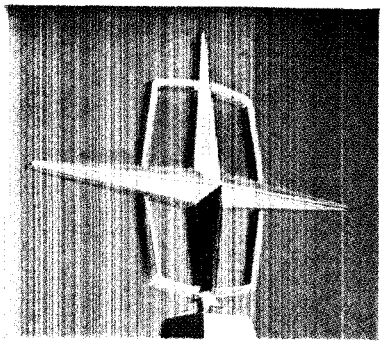
Ideas like these (and the ones at left) come from teamwork between physicians and G-E scientists and engineers. And more new ideas are on the way.

They should be just what the doctor ordered.

*Progress Is Our Most Important Product*

GENERAL ELECTRIC

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# Lincoln Continental distinguishes your way of life.

Shown above, the Continental coupé, broadening your invitation to ownership. Also available, the sedan and America's only four-door convertible. For 19€ new 462 cu. in. engine and a completely new transmission. New luxury options include automatic temperature control system, stereo tape/AM radio, and many oth

Lincoln Continental distinguishes you among fine car owners. It is the luxury moto car that stands apart from all other cars. As an expression of individuality, good tast accomplishment. As the reflection of a way of life. Come take a closer look: drive experience it, and discover for yourself how close you may be to owning a Continent

LINCOLN Continental

America's most distinguished motorca

Ford LINCOLN-MERCURY DIVISION

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

*Saturday Review*

**February 19, 1966**

Cover photo: Pictorial Parade Inc.

**SR: Ideas**

29 No Room at the Bottom, by Robert L. Heilbroner
33 Classics Revisited: Plato's *Republic*, by Kenneth Rexroth
34 Of Bombs and Bruises: An Editorial

**SR: Education**

70 Education as Social Invention, by Jerome S. Bruner
73 Colleges Graduate Visual Illiterates, by A. D. Trottenberg

**SR: Books**

37 Literary Horizons, by Granville Hicks
37 Index of books reviewed

**SR: Departments**

6 Phoenix Nest, by Martin Levin
12 Chess Corner, by Al Horowitz
16 Trade Winds, by John G. Fuller
20 Top of My Head, by Goodman Ace
22 State of Affairs, by Henry Brandon
25 Manner of Speaking, by John Ciardi
32 Literary I.Q.
35 Letters to the Editor
38 Literary Crypt
52 Broadway Postscript: Henry Hewes on Broadway and off
54 Booked for Travel: Horace Sutton explores the customs of the natives
64 *SR* Goes to the Movies, by Hollis Alpert and Arthur Knight
112 Kingsley Double-Crostic No. 1663

Saturday Review published weekly by Saturday Review, Inc., 380 Madison Ave., New York, N. Y. 10017. Chairman of the Board, J. R. Cominsky; President, Norman Cousins; Vice President and Treasurer, Nathan Cohn; Vice President and Secretary, W. D. Patterson; Director of Advertising Services, Robert A. Burghardt; Advertising Director, Harry T. Morris; Circulation Director, R. F. Goodman; Circulation Consultant, Bert Garmise; Assistant to the Publisher, Marion Urmy; Advertising Promotion Manager, William Donald Garson. Subscription $8 a year. Member Audit Bureau of Circulations. Vol. XLIX, No. 8, February 19, 1966. Second-class postage paid at New York, N. Y. and at additional mailing offices. Indexed in the "Readers' Guide to Periodical Literature." © 1966 by Saturday Review, Inc. All rights reserved under the Berne and Pan-American Copyright Conventions. Reproduction in whole or in part of any article (in English or other languages), without permission is prohibited. Printed in the United States of America. Unsolicited manuscripts cannot be returned unless accompanied by a properly addressed envelope bearing sufficient postage. **Send all remittances and correspondence about subscriptions, undelivered copies, and changes of addresses to Subscription Department, SATURDAY REVIEW, 380 Madison Ave., New York, N. Y. 10017.**
BRANCH ADVERTISING OFFICES: Midwest Office: Raymond W. Welch, Jr., Mgr., 401 North Michigan Avenue, Chicago 11, Illinois; West Coast Offices: Fletcher S. Udall & Company, 417 Montgomery Street, Suite 1005, San Francisco, California 94104; and 422 South Western Avenue, Los Angeles 5, California; Bruce E. Miller, New Center Building, Detroit, Michigan 48202; Southeast Office: Ray Rickles & Co., Box 2008, Miami Beach 40, Florida.
**Printed by the McCall Corporation, Dayton, Ohio.**

**If you read**

*Saturday Review*

**you should own**

**...the new**

**MERRIAM-WEBSTER UNABRIDGED**

**In recent years the English language has changed tremendously. Your everyday language. And the language of science, technology, business, and the professions.**

**To be well informed today, you need to keep up with these changes. And the way to do it — *the only way* —is to own the new Merriam-Webster Unabridged: Webster's Third New International Dictionary.**

**100,000 new words, new meanings!**

The first completely new unabridged in 30 years, this new Merriam-Webster gives you full understanding of 100,000 **new** words and **new** meanings — 450,000 entries in all. It covers every area of human thought, answers more questions about today's English language than any other dictionary.

Get the new Merriam-Webster Unabridged at your book, department, or stationery store today. This is the word authority serving your library, schools, courts of law, and the U. S. Government Printing Office.

**Insist on the genuine**

**MERRIAM-WEBSTER**

**The leading name in dictionaries since 1847.**

***FREE BOOKLET* — just mail coupon**

**G. & C. Merriam Co., Dept. 810 Springfield, Mass. 01101**

I'm interested in keeping up with the new words and new meanings in today's English language. Please send me a free copy of your 12-page booklet "Hold the English language in your two hands."

**Name**.....

**Address**.....

**City & State**.....



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## Consumer's Report

Edited by Martin Levin

### Every Little Bit Helps . . . or Does It?

I PASSED Saks Fifth Avenue this morning and they were still in business. So were the other big shops around town. All, in fact, were obviously thriving.

So far it would appear that Operation Termite—my plan to drive New York's department stores to the wall—hasn't taken effect. But I live in hopes. Rome, after all, wasn't built—or destroyed—in a day.

Here's how my scheme works. Every month, like all charge customers, I receive a bulky letter from each store, advertising a "private sale." ("Private," that is, to me and a few hundred thousand others.) In the letter are several pounds of pamphlets proclaiming incredible markdowns on ambergris toilet soap, essence of myrrh hand lotion, colognes, panty hose, and other essentials.

Along with this propaganda comes a post-free return envelope, as bait for a quick reply. "No Postage Stamp Necessary if Mailed in the United States," boasts the legend, underscored by a Mondrian-like series of perpendicular lines.

Upon that humdrum envelope hinges Operation Termite. I throw away the ads (the plan involves getting to the mail before my wife does) and stash it in my pocket. This has its drawbacks, as the paper is generally steeped in Shalimar, Eau de Printemps or whatever cut-rate scent they're peddling that month. Keeping my distance from strangers—and braving the raised eyebrows of those who stray too close—I get to my office and tuck it into a desk drawer, where its bouquet soaks into my nearby canceled checks and old credit cards.

I then wait for my wife to make some purchases. Luckily this doesn't take long. A few forays along Fifth Avenue and her sure feminine instinct for paying top dollar soon result in a bill f $236.58.

Now I'm ready to pounce. When I g the bill, I throw away its accompanyi place-stamp-here envelope and write check. I put the check into my carefu saved post-free envelope and, bei careful to remain in the United Stat mail it.

No doubt what I picture next is u realistic. No doubt I've seen too ma old Alec Guinness movies, in which t mouselike Alec vanquishes gigantic c tels by David-versus-Goliath cunnin Still, it's *my* fantasy, so let me revel in

I imagine a lavish executive office i say, Saks Fifth Avenue. At his desk the manager, an unctuous, serpenti gentleman with pomaded hair th smells of Eau de Printemps. A secreta approaches timidly. "Beg pardon, M Foxglove," she says. "The mailman outside with one of our postage-d return envelopes. Should I accept t charge?"

"Of course, you fool!" sneers Fo glove. "It's probably another order for gallon of Pretty-Pore face cream, or pe haps a few dozen Sorcery Dress She 15 Denier hose. Here! Pay the man!" H takes a nickel from the petty cash b and gives it to the girl, who returns moment later with the envelope. H face aflame with greed, Foxglove tea it open. Then he recoils in rage an pounds his fist on the desk.

"Curses! The Mad Check-Writer h struck again!" he cries. Whereupon—like to think—his frustration and wrat ruin his day, causing him to make ineff cient decisions that cost the store fortune and must lead to its inevitabl collapse.

Visionary? Self-delusive? Perhaps am. True, if I *am* having any small suc cess, it's costing me dear. Still, a nick here, a nickel there. . . . Steady drai and all that, you know. If every termit stopped to worry, no house would eve be gnawed away.

—ARNOLD M. AUERBACH.

### An End of Something

ONE OF the results of the pace a which we are living today is tha eras are ending rather abruptly—not ar occasional era as used to be the case bu all sorts of eras and in rather alarming numbers. Almost every week I read in the *New York Times* of the passing of another one.

When it was announced that the Hotel Astor was to be razed the *Times* said it was the end of an era. When Mike Quill died, Mayor Lindsay said his death marked the end of an era. A few days later the *Times* said an era was about to end in Miami because the Roney Plaza Hotel was to be demolished.

All this is disconcerting. It saps one's

SOFT AS A KISS
INVER HOUSE
IMPORTED
INVER HOUSE
GREEN PLAID
RARE SCOTCH WHISKY
A BLEND of superbly light 100% Rare Scotch Whiskies distilled and blended in Scotland
PRODUCT OF SCOTLAND
INVER HOUSE
IMPORTED RARE SCOTCH
100% BLENDED SCOTCH WHISKY EIGHTY PROOF IMPORTED BY INVER HOUSE DISTILLERS, LTD., PHILA.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# *Only the Literary Guild doubles your book-buying dollar on books like these...*

**275. THE COMEDIANS** Graham Greene (Publisher's edition, $5.75)

**272. THE PENKOVSKIY PAPERS** Oleg Penkovskiy (Pub. edition, $5.95)

**122. IS PARIS BURNING?** Larry Collins & Dominique Lapierre (Pub. edition, $6.95)

**172. YES I CAN: The Story of Sammy Davis, Jr.** (Pub. ed., $6.95)

**274. THE MAGUS** John Fowles (Publisher's edition, $7.95)

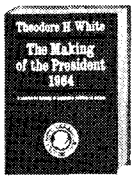
As your introduction, choose

# ANY FOUR

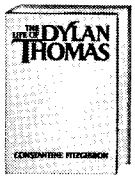
of these 29 best-sellers, reference works, even sets

# ALL for $1

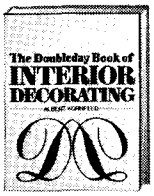
if you join the Guild now and agree to accept only four selections or alternates during the coming year



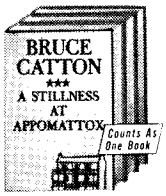

**37. THE MAKING OF THE PRESIDENT 1964** Theodore H. White The Johnson election (Pub. edition, $6.95)



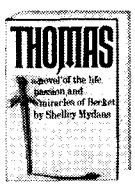

**270. THE LIFE OF DYLAN THOMAS,** Constantine FitzGibbon (Publisher's edition, $7.95)




**117. THE DOUBLEDAY BOOK OF INTERIOR DECORATING,** Albert Kornfeld (Publisher's edition, $11.95)

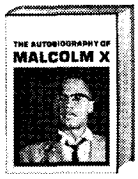



**1. ARMY OF THE POTOMAC TRILOGY: Mr. Lincoln's Army, Glory Road, Stillness at Appomattox. 3 volumes** (Pub. edition, $12.50)

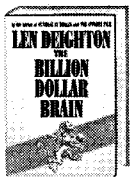



**281. THOMAS** Shelley Mydans (Publisher's edition, $5.95)

**134. MASTERS OF PAINTING** Bernardine Kielty (Publisher's edition, $5.95)




**291. THE AUTOBIOGRAPHY OF MALCOLM X** (Publisher's edition, $7.50)




**284. THE BILLION DOLLAR BRAIN** Len Deighton (Publisher's edition, $4.95)

**208. THE MAKING OF THE PRESIDENT 1960** Theodore H. White The J.F.K. election (Pub. edition, $6.95)

**744. THE FANNIE FARMER COOKBOOK** (Publisher's edition, $5.95)

**251. THE HONEY BADGER** Robert Ruark (Publisher's edition, $6.95)

**278. PORTRAIT: ADLAI E. STEVENSON** Alden Whitman (Pub. edition, $5.95)

**277. THE SENSE OF WONDER,** Rachel Carson (Publisher's edition, $5.95)

**255. THE MEMOIRS OF AN AMNESIAC** Oscar Levant (Pub. edition, $5.95)

**128. THOSE WHO LOVE** Irving Stone (Publisher's edition, $6.95)

**34. THE JOHN F. KENNEDYS: A Family Album,** Mark Shaw (Pub. edition, $7.50)

**66. AVALON** Anya Seton (Publisher's edition, $5.95)

**257. A GIFT OF JOY** Helen Hayes (Publisher's edition, $4.95)

**47. OUR NATURAL WORLD,** Hal Borland (Publisher's edition, $9.95)

**36. THE SAVAGE STATE** Georges Conchon (Publisher's edition, $4.50)

**154. THE COMPLETE WORKS OF WILLIAM SHAKESPEARE** 2 volumes

**72. THE VIKING BOOK OF POETRY. 2 volumes** (Not available in Canada)

**118. INTERN** Doctor X (Publisher's edition, $5.95)

**52. QUEEN VICTORIA** Elizabeth Longford Not available in Canada (Pub. edition, $8.50)

NOTE: Guild editions are sometimes reduced in size, but texts are full-length—not a word is cut!

THE BOOKS SHOWN here are dramatic evidence of how the Literary Guild doubles your book-buying dollar on today's most important and readable best-sellers.

In recent months, for example, Guild members were offered *Those Who Love* for $3.50 instead of $6.95 in the publisher's edition; *Is Paris Burning?* for $2.95 instead of $6.95; *The Penkovskiy Papers* for $2.95 instead of $5.95.

Just as important, the Guild brings you these books as soon as published – when people are just beginning to talk about them. And it *guarantees* to save you at least 40%, often as much as 60%, on every book you want.

It is no coincidence that so many Literary Guild books are best-sellers. Months before publication, Guild editors choose the most promising new works from among thousands of manuscripts submitted by the nation's leading publishers.

New selections are described before publication in the Guild's free monthly *Preview*. As a member, you need accept only four books during the coming year, out of 20 or more offered each month. For every four you buy, you may choose a bonus book from an extensive list of reference works and other fine books.

Why not begin enjoying the benefits of Literary Guild membership now – starting with the generous introductory offer described above? Send no money. Just mail the coupon.

**LITERARY GUILD OF AMERICA, Inc., Garden City, N. Y.**

Literary Guild of America, Inc.
Dept. 62-SRX, Garden City, N. Y.

Please enroll me as a trial member of the Literary Guild and send me the FOUR books or sets whose numbers I have printed in the four boxes at the right. Bill me only $1 plus shipping for all four. If not delighted, I may return them in 10 days and this membership will be cancelled.

I do not need to accept a book every month – only as few as four a year – and may resign any time after purchasing four books. All selections and alternates will be described to me in advance in the Guild's free monthly "Preview," and a convenient form will always be provided for my use if I do not wish to receive a forthcoming selection. You will bill me the special Guild price for each book I take. This will always be at least 40%, often as much as 60%, below the price of the publisher's edition. (A modest charge is added for shipping.) For each four monthly selections or alternates I accept, I may choose a valuable bonus book from the special bonus catalog.

Mr.
Mrs.
Miss (Please Print)

Address

City Zone State

If under 18, have parent sign here:

If you wish to charge all books to your credit card, give account number:

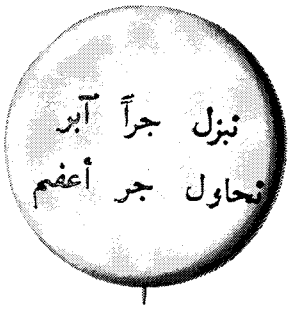
☐ Diners' ☐ Am Express

#

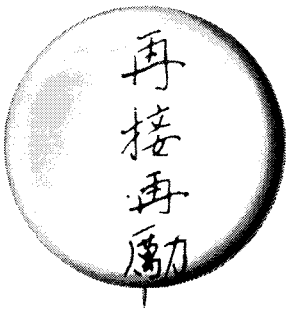
Canadian Enquiries write to address above. For your convenience, books will be shipped from our Canadian office. Offer good in Continental U.S.A. and Canada only.

39-G727

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Arabic



Chinese

Danish

Dutch

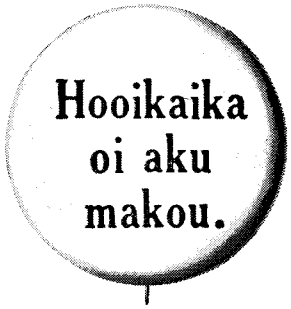
Flemish

French

Gaelic

German

Greek

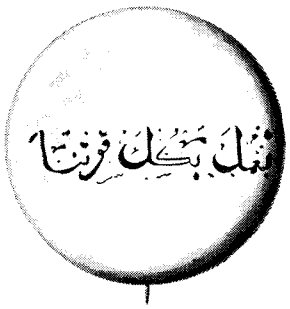


Hawaiian

Hebrew

Italian

Japanese


Lebanese

Portuguese

Spanish

Swedish

Tahitian

Thai

Welsh

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Avis tries harder all over the world.

English

This ad might just ruin our image as the underdog in rent a cars.

But Avis has operations in 38 countries and we can't see keeping it a secret.

No. 2 is still what we are. And No. 1 is still ahead of us. Which means the Simca we rent in Nice has to be as clean as the Plymouth we rent in Newark.

We must say we had some trouble translating our Avis button. The closest the Germans can get to We Try Harder is, "We give of ourselves more effort."

In Italian, it comes out, "We will do more and better."

All of which is close enough to keep our foreign agents on the ball. Wearing a sign saying that you enforce yourself more (Spanish) puts you on the spot to do it.

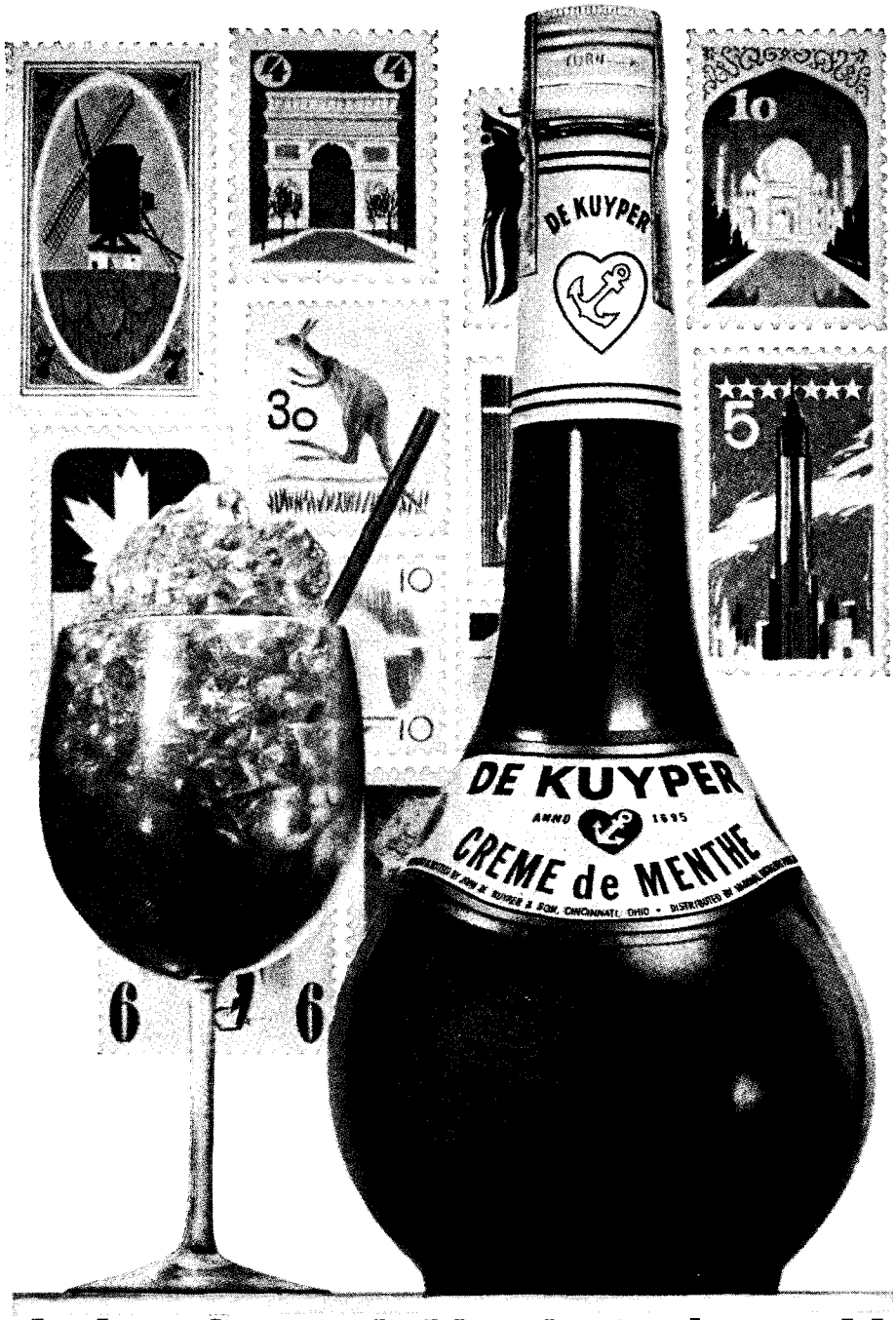
If you'd like any of these buttons yourself, drop into an Avis agency. There's no car attached.

© AVIS RENT A CAR SYSTEM, INC.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

de kuyper
(de-kī-per) cordials

DELICIOUS, DELIGHTFUL, AND DEFINITELY DELUXE




the best Creme de Menthe in the world

And people with a taste for fine things agree. All 27 delicious varieties of de Kuyper cordials are made from the authentic and traditional formulas originated by the 270-year-old Dutch firm of Johs de Kuyper & Zoon. To order de Kuyper's new 74-page, hard-cover book of 318 food and drink recipes, send $1 to De Kuyper Cordial Guide, Box 200, Dept. SR, Brookline, Mass. 02146.

CREME DE MENTHE, GREEN OR WHITE, 60 PROOF JOHN DE KUYPER AND SON, NEW YORK. PRODUCT OF U S A.

confidence in time; it is confusing. The old, comfortable feeling of living in an identifiable era has gone. One is no longer sure when an era will end. A man leaves the house in the morning and, being away from radio and television all day, doesn't know until he gets home that an era has passed. Sometimes an era passes at night and a man is in ignorance till he sees the morning paper or hears the news on the radio.

Now and then I think the newspapers are too precipitate. Possibly they have an idea there is a surfeit of eras and the sooner we get rid of them, start thinning them out so to speak, the better off we'll all be. I can remember that the papers said we had come to the end of an era when the Sixth Avenue El stopped running. Shortly afterward we came to the end of another era when the Ninth Avenue El went out of business. Two more eras ended with the closing of the els on Second and Third avenues.

The New York waterfront used to be studded with ferry slips—125th Street, 42nd, 23rd, Christopher, Chambers, Cortlandt on the North River, and others on the East River. Every ferry closing marked the end of an era, a formidable array of eras, each saluted by the press.

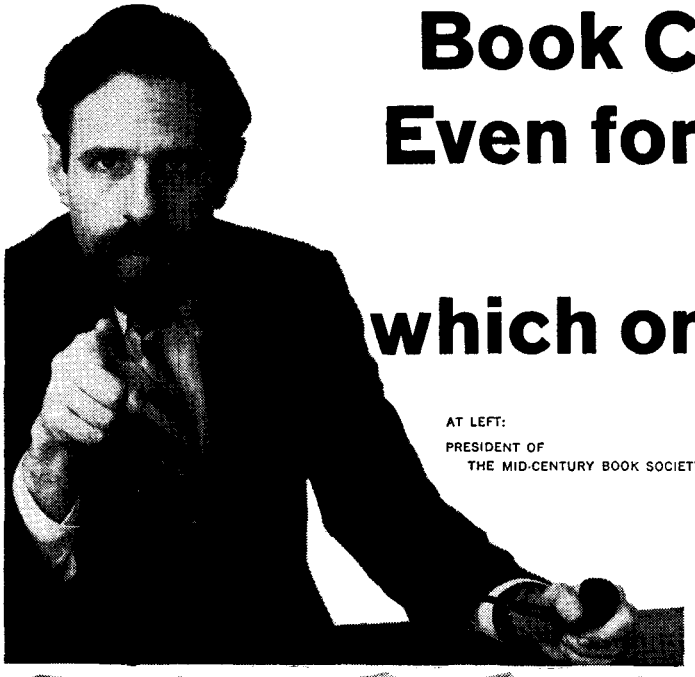
The frightening part of all this is that nobody is prepared for the end of an era. It is easy enough to look back thirty, fifty, or a hundred years and note the end of an era, though it is unlikely that the older eras died overnight as eras now do. There must have been many people in those days who weren't aware that an era was passing and who went on deluding themselves that they were living in an era which had, in fact, died.

No one is left in doubt today. A man sits down to breakfast and his wife says: "An era passed last night." "Really?" he says. "Yes. I heard it on the radio while you were shaving," the wife says. "What era was it?" the man asks. "The announcer didn't say. Just said an era had passed. Something about an old saloon downtown."

Still, for all the diligence of the papers and the radio, many eras are left. One has only to look around the city and note all the brownstone tenements, cramped firehouses, ancient theaters, fleabag hotels, fish stores, pawnshops, and squalid loft buildings to realize there is no dearth of eras. —JOHN FERRIS.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Book Clubs make sense. Even for intellectuals. But you have to know which one to join. Do you?



AT LEFT:
PRESIDENT OF
THE MID-CENTURY BOOK SOCIETY

## The Mid-Century Book Society invites you to save money on books for the extraordinary reader...

# take any 5 free

**with your first selection which you may choose from any book or set below at reduced member's price, regardless of higher retail value.**

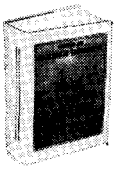
**Now get book club savings—on volumes not usually offered by book clubs.** Today, *all* book clubs offer substantial savings. But—savings on *what?* As a member you can save money *only on those books actually picked as selections.* Will the club you join pick the right selections? It will—if you pick the right club. One that reflects —and respects—*your* tastes. If you are disenchanted with book club memberships, perhaps you will find The Mid-Century Book Society a stimulating change. Please put us to the test by becoming a trial member. The selections are unusual. So are the members.

**53. ORIGINS** by Eric Partridge. Word derivations, meanings. 50,000 entries. 1 million words. Ret. price **$18.00** Member's price **$7.95**

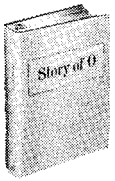
**207. THE CRADLE OF EROTICA.** Allen Edwardes & R. E. L. Masters. Sex in the Levant. Ret. price **$9.50** Member's price **$6.95**

**334. MANCHILD IN THE PROMISED LAND** by Claude Brown. Harlem by one who lived it. Ret. price **$5.95** Member's price **$4.95**

**317. GAMES PEOPLE PLAY** by Eric Berne, M.D. Startling psychological insights, behavior patterns. Price **$5.00**

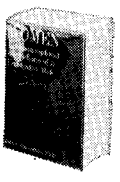


**369. THE OLYMPIA READER.** Over 700-pg. feast! Illus. Miller, Girodias, others. Ret. price **$12.50** Member's price **$7.95**



**406. THE STORY OF O.** "Woman . . . under sadism of multiple lovers . . . (is led) to total degradation." Price **$6.00**

**709. JOHNSON'S DICTIONARY,** a modern selection, and **A JOHNSON READER.** Ret. price **$13.00** * Member's price **$9.95**



**251. WOMEN.** John Philip Lundin. A memoir in the tradition of Frank Harris. Ret. price **$6.50** Member's price **$5.50**

**261. A CLASSICAL DICTIONARY OF THE VULGAR TONGUE.** Eric Partridge Ret. price **$7.95** Member's price **$6.25**

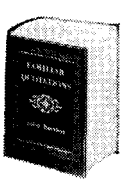
**322. THE KANDY-KOLORED TANGERINE-FLAKE STREAMLINE BABY** by Tom Wolfe. Views on art, manners, fads. Price **$5.50**

**400. TESTAMENTS OF TIME.** Leo Deuel. The quest for ancient manuscripts. 207 illus. Ret. price **$8.95** Member's price **$6.75**

**138. RIMBAUD and BAUDELAIRE.** Enid Starkie. Two biographical volumes. Combined ret. price **$20.00** * Member's price **$9.95**

**373. GOING TO MEET THE MAN,** James Baldwin. Jolting short fiction from Left Bank to Village. Price **$4.95**

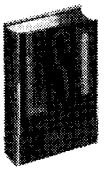
**329. THE BOLSHEVIKS** by Adam Ulam. Dramatic history of Russian Revolution. Ret. price **$9.95** Member's price **$6.50**



**266. BARTLETT'S FAMILIAR QUOTATIONS.** Latest edition. 113,000 entries. Ret. price **$10.00** Member's price **$7.95**

**288. AN AMERICAN DREAM** by Norman Mailer. Controversial bestseller. Damned and acclaimed. Price **$4.95**

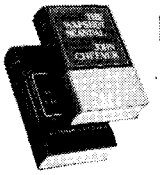
**364. THE HOMOSEXUAL & HIS SOCIETY:** A view from within by D. Cory & J. Leroy. Ret. price **$5.95** Member's price **$4.95**



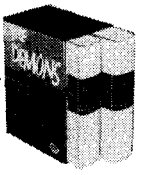
**287. LSD: THE CONSCIOUSNESS-EXPANDING DRUG.** David Solomon. All the pro's & con's. Ret. price **$5.95** Member's price **$4.95**

**318. NOVA EXPRESS** by William S. Burroughs. Off-beat! By author of "The Naked Lunch". Price **$5.00**

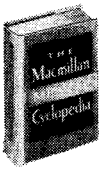
**292. UNDER THE VOLCANO.** Novel by Malcolm Lowry. "Original and creative"—Alfred Kazin. Price **$5.95**



**262. THE WAPSHOT SCANDAL** and **THE WAPSHOT CHRONICLE** by John Cheever. Comb. ret. price **$9.90** * Member's price **$7.50**



**253. THE DEMONS** by Heimito von Doderer. 2 vol. novel of death, politics in Vienna. Ret. price **$13.50** * Member's price **$7.95**



**283. MACMILLAN MEDICAL CYCLOPEDIA.** Invaluable home reference work. Ret. price **$7.95** Member's price **$6.25**

**328. A WAY OF SEEING.** Photographs by Helen Levitt with an essay by James Agee. Ret. price **$6.50** Member's price **$5.50**

**404. AGAINST INTERPRETATION,** Susan Sontag. Includes trend-setting essay, "Notes on Camp." Price **$4.95**

*Counts as one choice.

**149. A WORLD ON THE WANE** by Claude Levi-Strauss. Anthropology in jungle lands. Ret. price **$12.50** Member's price **$6.95**

**372. DEATH AND SENSUALITY.** Sex and taboos. Hidden relation to death, Christianity, murder, orgy, incest. Price **$5.00**

**705. TERRY SOUTHERN,** Flash and Filigree; Pauline Kael, **I Lost It At The Movies.** Ret. price **$11.00** * Member's price **$7.50**

**370. ANANGA RANGA.** Ancient love techniques of the East. Begins where Kama Sutra ends. Unexpurgated. Price **$6.00**

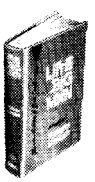
**704. THE FAMILY MOSKAT.** I. Bashevis Singer. **ANTI-SEMITE & JEW,** J. P. Sartre. Comb. ret. price **$9.95** * Member's price **$7.50**

**371. SEXUAL BEHAVIOR:** Psycho-Legal Aspects. Provocative views offered by a psychologist and a lawyer. Case histories. Price **$6.00**

**281. THE FACE ON THE CUTTING ROOM FLOOR** by Murray Schumach, shows censored scenes. Ret. price **$6.95** Member's price **$5.50**

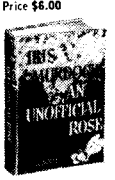
**700. MARIE BEGINNING** by Alfred Grossman. **NEGATIVES** By Peter Everett. Comb. Ret. price **$9.45** * Member's price **$6.15**

**280. THE SWORD-BEARERS.** Military History of WWI—Petain, Ludendorf, etc. Ret. price **$7.50** Member's price **$5.95**



**286. LITTLE BIG MAN.** Thomas Berger. Prize-winning novel about 19th Cent. Indian wars. Ret. price **$5.95** Member's price **$4.95**

**294. HAPPENINGS** Michael Kirby, Ed. The exciting new art form. Illustrated. Ret. price **$6.95** Member's price **$5.95**



**2158. AN UNOFFICIAL ROSE** by Iris Murdoch. "Comic, prim, tragic." N.Y. Herald Tribune. Price **$4.95**

SEND NO MONEY—MAIL COUPON TODAY!

**THE MID-CENTURY BOOK SOCIETY**
**400 Community Drive, Manhasset, New York 11030**

| | | | | |
|---|---|---|---|---|
| | | | | |

Write numbers of 5 FREE selections in boxes above.

☐ **Write number of first selection in box at left. You will be billed at the reduced member's price shown.**

Print Name _____

Address _____

City _____ State _____ Zip _____

**Benefits of Membership** SR-53

1. Each month you receive The Mid-Century Review which describes current monthly selection and alternates, plus wide variety of fiction and non-fiction.

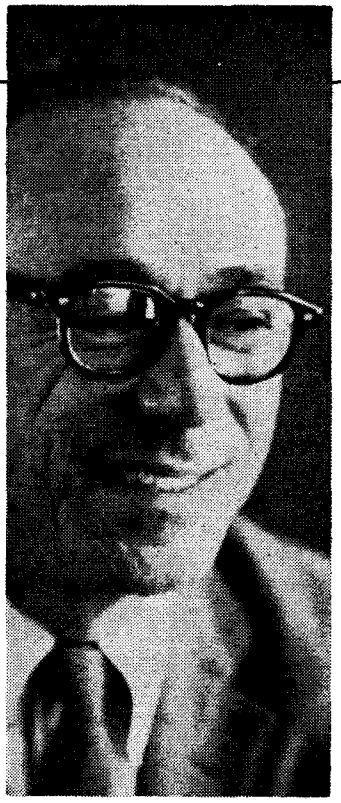
2. You can let the current selection come, choose from alternates, or accept no book that month.

3. As a member, you need accept only as few as three additional selections or alternates in the next 12 months.

4. FREE BONUS BOOK VOUCHERS – WORTH $4.00 EACH – GIVEN AT ONCE – WITH EVERY SELECTION OR ALTERNATE YOU BUY. You may exchange this voucher (together with a nominal sum—as low as $1) for any Bonus Book or multi-volume reference set of your choice.

**NO RISK:** If not delighted with your book shipment, return it within 10 days and your membership and all charges will be cancelled immediately.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



**His ideas**
***can change the future of American school children.***

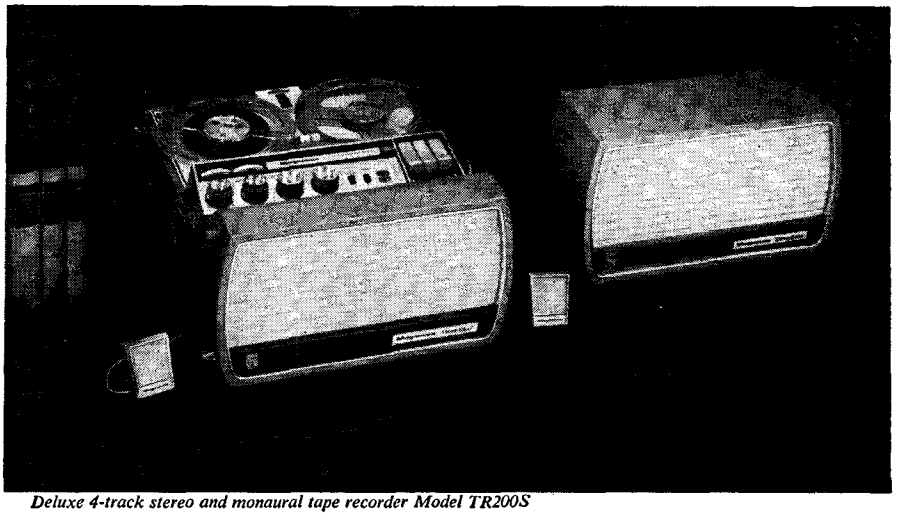
He is Jerome S. Bruner, this country's most provocative writer on how children learn and can best be taught. He and his theories "have stirred up more excitement than any educator since John Dewey."* He is one of the great innovators—he challenges, he inquires. He examines old methods and hunts for new ones. His new book distills his recent research, discoveries and reflections. If you have read his still-climbing bestseller THE PROCESS OF EDUCATION—or if you haven't—don't miss

**TOWARD A THEORY OF INSTRUCTION** by
**JEROME S. BRUNER**

At all bookstores $3.95
(*The Process of Education*, $2.75; and his other famous book, *On Knowing*, $3.75)

**BELKNAP/HARVARD**

*Harper's



*Deluxe 4-track stereo and monaural tape recorder Model TR200S*

**Magnavox solid-state stereo tape center—complete, compact...a superb "sound studio"**

Here's a magnificent tape system you can enjoy at home or away. Audiophile or amateur, you'll prize its versatility and superb high fidelity. Advanced solid-state circuitry (no tubes) for rugged reliability. Complete flexibility with 4 input and 4 output jacks. Superimpose and monitor switches. 4 high efficiency speakers, 2 VU meters, 2 dynamic mikes, many other outstanding features. Other tape recorders at your Magnavox Dealer (listed in Yellow Pages) from only **$59.90.**

the magnificent **Magnavox**
270 Park Ave., New York 17, N.Y.

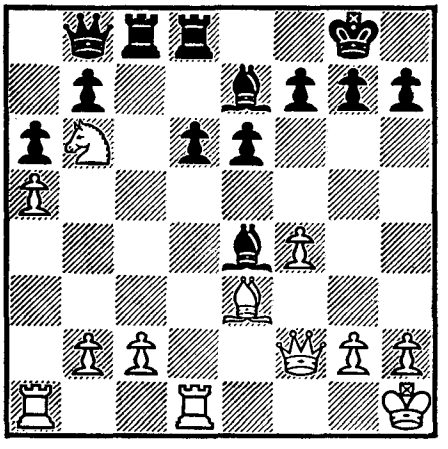
# Chess Corner—No. 100

THE sacrifice of the exchange for a winning attack or a speculative initiative is a common enough motif. Rare indeed, however, is the occasion when the loss of the exchange is measured in terms of a vague positional bind.

This happened in the Sicilian Defense, Gilberto Garcia of Cuba *vs.* Ratmir Cholmov of the Soviet Union, in the recent Capablanca Memorial Tournament in Havana. The Russian gave up a Rook for a Knight by 19 . . . NxP. Had Cholmov played conservatively, he would have been squeezed into an indefensible position. Violent reaction kept his chances alive. And besides, Cholmov obtained a Pawn in the transaction.

From then on, Garcia was psychologically beaten. To change from aggressor to defender was not in his stride.

| Garcia White | Cholmov Black | Garcia White | Cholmov Black |
|---|---|---|---|
| 1 P-K4 | P-QB4 | 11 QxN | B-B3 |
| 2 N-KB3 | P-K3 | 12 B-B3 | Q-B2 |
| 3 P-Q4 | PxP | 13 P-QR4 | P-QR3 |
| 4 NxP | N-KB3 | 14 P-R5 | QR-B1 |
| 5 QN-B3 | P-Q3 | 15 Q-Q2 | Q-N1 |
| 6 B-K2 | B-K2 | 16 KR-Q1 | KR-Q1 |
| 7 O-O | O-O | 17 Q-B2 | N-Q2 |
| 8 K-R1 | N-B3 | 18 N-R4 | N-B4 |
| 9 P-B4 | B-Q2 | 19 N-N6 | NxP |
| 10 B-K3 | NxN | 20 BxN | BxB |



| | | | |
|---|---|---|---|
| 21 NxR | RxN | 36 Q-R1 | P-KN4 |
| 22 P-B3 | Q-B2 | 37 Q-R3 | B-K2 |
| 23 B-Q4 | P-K4 | 38 Q-N3 | P-B5 |
| 24 B-N6 | -Q-B3 | 39 B-B2 | B-Q3 |
| 25 R-Q2 | P-R3 | 40 P-N3 | B-B2 |
| 26 B-K3 | R-K1 | 41 Q-N4 | B-Q3 |
| 27 Q-N3 | B-B1 | 42 Q-N3 | Q-B 2 |
| 28 P-R3 | R-K3 | 43 PxP | BxPch |
| 29 R-KN1 | K-R2 | 44 B-N3 | Bx-Bch |
| 30 K-R2 | P-B4 | 45 RxB | P-R4 |
| 31 Q-R4 | B-K2 | 46 RxP | P-R5 |
| 32 Q-R5 | P-KN3 | 47 RxP | PxRch |
| 33 Q-Q1 | PxP | 48 K-N1 | Q-KB5 |
| 34 BxP | P-Q4 | Resigns | |
| 35 B-N3 | B-Q1 | | |

—AL HOROWITZ.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Theatre Recording Society invites you to the most exciting premiere of the season

"That boy is going to be magnificent!"
"It's changing, Willy—I can feel it changing!"
"The jungle is dark, but full of diamonds, Willy..."
"You're a pair of animals! Not another living soul would have had the cruelty to walk out on that man..."
"What's the secret? You were his boyhood friend... why didn't he ever catch on?"
"Aren't you going to answer the door?"
"I'm not expecting anybody."

ENJOY THIS NEW RECORDED PRODUCTION OF ARTHUR MILLER'S

# DEATH OF A SALESMAN

starring **LEE J. COBB** and **MILDRED DUNNOCK** in their original Broadway roles

YOU ARE INVITED to share in an historic "first" in American theatre—a superb recorded production of Arthur Miller's unforgettable *Death of a Salesman*—performed in its entirety, and featuring the two great stars who created the leading roles on Broadway.

Here, *staged expressly for listening*, is the play which stunned and moved to tears our entire generation. Everyone who knows Arthur Miller's masterpiece has recognized in it some part of himself and his family. As virtually no other contemporary drama has done, this play has become part of the fabric of our lives, since first capturing the *Drama Critics' Circle Award*, the *Antoinette Perry Award*, and the *Pulitzer Prize*.

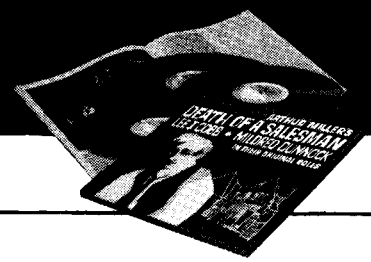
This three-record album (catalogue price: $18.85) is offered for only $1.95, plus shipping, to introduce the Theatre Recording Society.

■ **As a member,** you will enjoy exciting new recorded productions of the world's greatest plays. (Recent selections have included Tennessee Williams' *The Glass Menagerie*, starring Montgomery Clift and Julie Harris—and Bernard Shaw's delightful *Caesar and Cleopatra*, starring Claire Bloom, with Judith Anderson as *Ftatateeta.)* Each play is recorded on 12-inch longplaying records, beautifully boxed, with a fascinating companion Folio.

■ **You take only the plays you want.** Every two months, the Society sends you its informative "preview" Bulletin, describing the forthcoming play production. You may accept as few as four albums *of your choice* over a period of two years.

■ **You pay special low prices.** Although these lavish play albums cost non-members far more, you pay only $8.90 and $12.90 for two-record and three-record boxed sets. *Monaural and stereo versions are available at the same low price.*

■ **Accept a trial membership now.** Simply mail the attached card to take advantage of this special offer. If not thrilled with your introductory album, you may return it within 10 days and cancel your membership. Theatre Recording Society, 461 Eighth Avenue, New York, 10001.




**The complete play on three 12-inch longplaying records, beautifully boxed, with illustrated 36-page Folio, containing the full script.**

**yours for only $1.95** [catalogue price: $18.85]

with trial membership

Listening to this performance in the intimacy of your home is a memorable experience. The play is introduced by Arthur Miller. Through the skillful blending of word, music, and background effect, you are transported into the heart of the drama ... follow every line and subtle change of mood, every movement of the performers. Lee Cobb's inspired portrayal of Willy Loman, "riding on a smile and a shoeshine," has now been captured for all time.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PRICES SLIGHTLY HIGHER IN THE WEST

The Squall Coat

This is the VILLAGER® Squall Coat. It is everything a raincoat should be. It works. Its infinite and deliberate construction details are all function, without artifice, and its attractiveness springs from this purity of purpose. Fly front. Double buttons. Chain loop. Shoulder lining. Full cut. Tab sleeves. Dacron polyester and cotton, Ze Pel treated to resist showers. Raincoat-colored. Sizes 6 to 16.

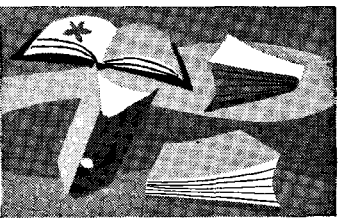
*About thirty-five dollars at good stores and college shops*

The Villager®

1407 Broadway, New York 10018

© THE VILLAGER, INC., 1966, MANNEQUIN DES. REG. U.S. PAT. OFF.

# Trade Winds



**In a handful of hours** after this column appears, a new book will be slinking into the bookstalls, furtively, *sotto voce*. The fault lies not in our stars, dear reader, but in the black hearts of those TRADE WINDS addicts who have provoked those insufferable and inexcusable games for insomniacs that have on occasion plagued these pages, parading in the form of brain twisters and other satanic word games. Doubleday is the perpetrator of all this, publishing the book under the title—you guessed it—*Games for Insomniacs*, and offering it to the unsuspecting public beginning February 18. Under some spell of witchcraft, we agreed to compile it, but in so doing, we have pointed a direct and accusing finger at many TRADE WINDS readers, whose names will go down in posterity under this cloud.

What's more, we've been able to extend questionable credit throughout the pages of the book to a good many more readers than space has permitted in

these columns. We can only say to these sleepless wanderers of the night that they have brought it on themselves.

**Even since the book** has been completed, new and monstrous game ideas have been parading to our mailbox, in addition to follow-ups of those execrable and noxious offerings of previous columns. For instance, Jan Cook, a registered nurse, mother of five, and wife of a physician, responded with alacrity to a game once mentioned here that had originated in a British medical journal. It is called *Medical Pluralities*. In line with a pride of lions or a gaggle of geese, she would add: An outbreak of dermatologists, a herd of otologists, a brace of orthodontists, and a culture of bacteriologists. J. J. Leonard, writing from Nigeria, would create a spin-off game called *General Pluralities*, which would include a bunsen of burners, a din of composers, and a Dewey of decimals.

**Other readers refuse** to let a game called *Occupational or Household Authors* sleep. Ely Pilchik would add: Homer, for pigeons; Pound, for dog-catchers; Whittier, for comedians; Browning, for shoe shiners. Mrs. Charles Siegel would add: Remarque, for lecturers; Whitman, for gag writers; Fielding, for baseball players. Mrs. Beverly Padwo would contribute: Noyes, in the playroom; Still, in the library; and Sitwell, in the living room.

William Kite once sent us a game called *Rhyming What-Is-Its*, pairing relatively unfamiliar rhyming words that are synonymous. His sample: A thorp . . . Is a dorp. Rushing in to augment this series are: Elizabeth Arnason (The canna . . . Is a banana); John G. Hathaway (A treadle . . . Is a pedal); Helen Ell (To winch . . . Squinch); Jack Rosenberg (A thwack is a flat whack).

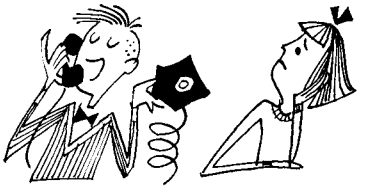
**An undefinable name game** from Arthur Berger brought several responses. The format is more or less self-explanatory. From Andi Gardner:

Elizabeth Barrett
Was Browning;
But John
Was Donne.

From Patricia Bethany:

Henry
Was Luce,
But Lautrec
Was Toulouse!

**Even teachers** are spreading this virus among the guileless younger generation.



Eula Lee Gill, who teaches seventh-grade Language Arts, has got students playing a game with Roget's *Thesaurus*, where one youngster takes any key word, finds four synonyms or related words, and then works out a two-line rhyme. Some results: CLOWN—Bungler, blunderer, greenhorn, goon—You're no genius, you're just a buffoon. LAMENT—Mourn, deplore, grieve, bemoan—Why isn't it my turn for the telephone?

Julian Kaplow has his eighth-graders inventing descriptive or occupational names, including bilingual ones. Some

(*Continued on page* 20)



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# One reason Touch-Tone® dialing will be at your fingertips is that Western Electric is part of the Bell System.

You have to try it to realize how fast and easy it really is: tap-tap-tap-tap-tap-tap-tap and there you are.

Touch-Tone phoning has been installed in many Bell System areas. Lots more will get it soon. And one reason is that Western Electric is already moving at top speed on the project.

We're not only manufacturing the precise Touch-Tone phones themselves; we're also building and installing the switching equipment that allows Bell telephone company dial offices to react to the musical tones these phones send out.

We have, in fact, been moving on this project for many years. Even while Bell Telephone Laboratories was doing research and development, we were developing manufacturing techniques and planning new production facilities. We were studying ways of reducing the cost of the new equipment while maintaining quality. We were training installation crews to install the conversion equipment in dial offices.

In all, we spent over $25 million before the first Bell telephone company could offer Touch-Tone service to its customers.

A big risk for a manufacturer to take? Yes, but only by such substantial investments can we bring constant improvements to your phone service. This goal is as important to Western Electric as it is to your Bell telephone company.

We're on the same Bell System team. We have been since 1882, working together with the same purpose: to keep bringing you the world's finest telephone service at low cost.

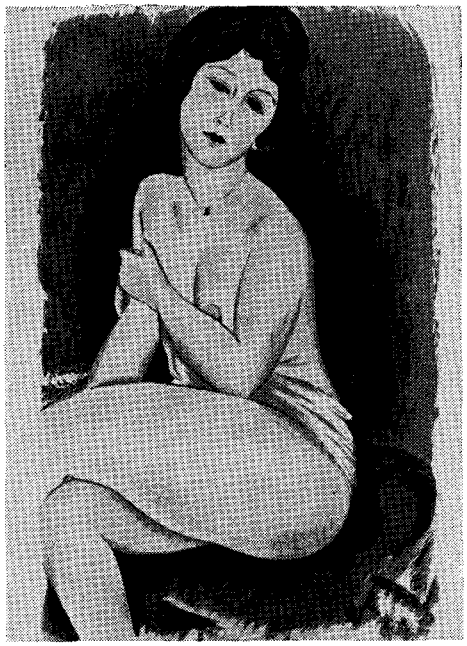
**Western Electric**
MANUFACTURING & SUPPLY UNIT OF THE BELL SYSTEM

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Direct to you from the LAMBERT STUDIOS

magnificent full-color **Art Prints** hand silk-screened by master craftsmen.

yours at a fraction of retail price!



**214. MODIGLIANI: *NUDE.*** On ***genuine artists' canvas***—original silk-screen in bold arabesques, shades of red, flesh, purple and black. 18″ x 29″. *Pub. at $15.00.* *Only* **5.95**
**136.** The above on heavy art stock. *Pub. at $8.75.* *Only* **2.98**

**REPRODUCED ON GENUINE ARTISTS' CANVAS, JAPANESE RICE PAPER, SPECIAL PARCHMENT PAPER AND HEAVY RAG STOCK**

These beautiful silk-screened prints from the famous Lambert Studios are used by leading interior decorators for America's finest homes and offices. Now they are being offered direct to you in a variety of subjects, sizes and colors at far below the original published prices of $5.00 to $25.00.

**YOURS FOR AS LITTLE AS $1.98**

**202. PICASSO: *WHITE CLOWN.*** On ***genuine artists' canvas***—a silk-screen of Picasso's most famous *White Clown;* brown background on textured olive stock. 19″ x 25″.
*Pub. at $12.00.* *Only* **5.95**
**107.** The above on paper.
*Pub. at $7.50.* *Only* **2.98**

**209. PICASSO: *STUDIES FOR MOTHER AND CHILD.*** On ***genuine artists' canvas***—silk-screen in charcoal and brown on chestnut stock. 16″ x 20½″.
*Pub. at $12.00.* *Only* **4.95**
**113.** The above on paper.
*Pub. at $6.00.* *Only* **1.98**

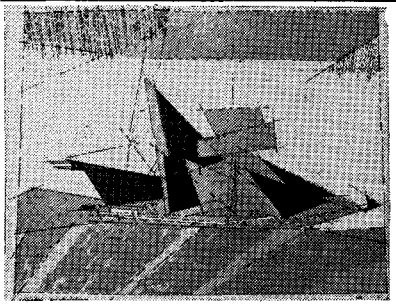
**204. MODIGLIANI: *SKETCH OF GIRL.*** On ***genuine artists' canvas***—a characteristic Modigliani woman in strong black lines and various shades of red. 35″ x 23″.
*Pub. at $12.00.* *Only* **5.95**
**110.** The above on paper.
*Pub. at $7.50.* *Only* **2.98**

**212. VAN GOGH: *SUNFLOWERS.*** On ***genuine artists' canvas***—a superb silk-screen reproduction of this popular masterpiece, duplicating the vibrant palatte of yellows, greens, browns. 26¾″ x 20″.
*Pub. at $17.50.*
*Only* **5.95**
**125.** The above on heavy art stock.
*Pub. at $10.00.*
*Only* **2.98**

**205. RENOIR: *CLOWN.*** On ***genuine artists' canvas***—pink and white figure on green and blue. Silk-screen. 16″ x 22″.
*Pub. at $12.00.* *Only* **5.95**
**115.** The above on paper.
*Pub. at $7.50.* *Only* **2.98**

**208. ROUAULT: *THE OLD KING.*** On ***genuine artists' canvas***—silk-screen in red, yellow, blue, black, blue-green. 22″ x 16″.
*Pub. at $15.00.* *Only* **5.95**
**124.** The above on paper.
*Pub. at $8.75.* *Only* **2.98**

**203. PICASSO: *CHEVAL.*** On ***genuine artists' canvas***—silk-screen in red, pinks, grays, blacks, tans. 18″ x 26″.
*Pub. at $17.50.* *Only* **5.95**
**108.** The above on paper.
*Pub. at $10.00.* *Only* **2.98**



**213. FEININGER: *TOPSAIL SCHOONER.*** On ***genuine artists' canvas***—silk-screen in gray, blue, umber, yellow and black. 26½″ x 30″. *Pub. at $15.00.* *Only* **5.95**
**114.** The above on heavy art stock.
*Pub. at $7.50.* *Only* **2.98**

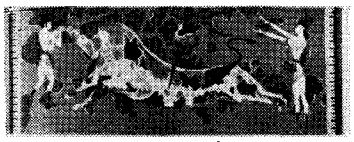
**215. PICASSO: *THE LOVERS.*** On ***genuine artists' canvas***—famous Picasso masterpiece in blues, purples, pinks, yellows, blacks, browns. 19″ x 26″.
*Pub. at $20.00.* *Only* **7.95**
**152.** The above on paper.
*Pub. at $12.00.* *Only* **4.95**

**216. KAETHE KOLLWITZ: *MOTHER AND CHILD.*** On ***genuine artists' canvas***—a fine silk-screen reproduction of this sensitively rendered charcoal drawing in black and white on a heavy, 26″ x 20″.
*Pub. at $12.00.* *Only* **4.95**
**102.** The above on paper.
*Pub. at $5.00.* *Only* **1.98**

**211. VAN GOGH: WHITE ROSES.** On ***genuine artists' canvas***—white flowers, dark blue-green vase on yellow-green background. Silk-screen. 25″ x 20″.
*Pub. at $15.00.* *Only* **5.95**
**126.** The above on paper.
*Pub. at $9.00.* *Only* **2.98**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## DECORATOR PANELS



**201. CRETAN WALL PAINTING: *BULL DANCERS.*** On ***genuine artists' canvas***—reds, blues, yellows, browns, grays, black, silk-screened on rag paper. 17″ x 46″. *Pub. at $20.00.* *Only* **6.95**

**103.** The above on heavy art stock. *Pub. at $12.50.* *Only* **3.95**

**104. PARTRIDGE PANEL.** Blue-green, aquamarine, pale-blue, yellow-greens, and shades of yellow silk-screened onto handmade rice paper. 12″ x 39″. *Pub. at $7.50.* *Only* **2.98**

**207. THE WEIGHING OF SOULS (ca 1300 B.C.).** On ***genuine artists' canvas***—silk-screen in flesh, gold, green-blue, Egyptian red, black, white. 15″ x 42½″. *Pub. at $20.00.* *Only* **6.95**

**123.** The above on heavy art stock. *Pub. at $12.50.* *Only* **3.95**

**118. MUSICIANS.** Silk-screen of brown figures against a metallic gold background on white hand-made rice paper. 10¼″ x 31¼″. *Pub. at $7.50.* *Only* **2.98**

**119.** The above on pale green hand-made rice paper. *Pub. at $7.50.* *Only* **2.98**

**120.** The above on rich blue hand-made rice paper. *Pub. at $7.50.* *Only* **2.98**

**206. FRIEZE FROM A CHINESE TOMB.** On ***genuine artists' canvas***—silk-screen in red of chinese stone rubbing over 2,000 years old. 15″ x 52″. *Pub. at $17.50.* *Only* **5.95**

**122.** The above on heavy art stock. *Pub. at $10.00.* *Only* **2.98**

**143. Picasso's "GUERNICA".** Lithograph in tones of gray, black, yellow. 54″ x 27½″. *Pub. at $12.00.* *Only* **3.95**

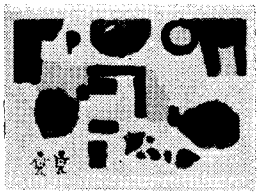
**101. MATISSE: *FLOWER PETALS.*** Silk-screen in shades of blue-green, yellow, red, orange on soft beige background. 12″ x 48½″. *Pub. at $8.00.* *Only* **2.98**

**149. SAHARA ROCK PAINTING.** Silk-screen in greens, browns, reds against a soft beige background. On special parchment paper; 42″ x 14″. *Pub. at $12.00.* *Only* **4.95**

**210. RUBENS: *HEAD OF A BOY.*** On ***genuine artists' canvas***—silk-screen in tans with a hint of pink on a chestnut background. 14″ x 17″. *Pub. at $12.50.* *Only* **5.95**

**112.** The above on paper. *Pub. at $7.00.* *Only* **2.98**

**146. CHINESE HORSE ON SILK.** Splendid coal-black charger in metallic gold, olive green and charcoal grey. Silk-screened on off-white. 37″ x 29½″. *Pub. at $15.00.* *Only* **5.95**



**147. KLEE: *THE LONELY ONES.*** A fantasmagoria of the non-objective and the semi-abstract, in which two lonely figures wander among shapes that relate through color rather than form—soft blues, browns, indigo and orange. Silk-screen, 23″ x 35″. *Pub. at $10.00.* *Only* **3.95**

**135. *CHINESE SCROLL ON SILK: MANDARIN.*** Gold, red, greens, yellows, blues, ivory, black. Silk-screened on silk. Dowels and ribbon for frameless hanging. 30″ x 42″. *Pub. at $25.00.* *Only* **9.95**

**150. MUSIC MANUSCRIPT.** Ancient illumination with astrologers, silk-screened in red, green, blue, yellow, pinks, purples and metallic gold. On parchment paper, 20″ x 30″. *Pub. at $12.50.* *Only* **4.95**

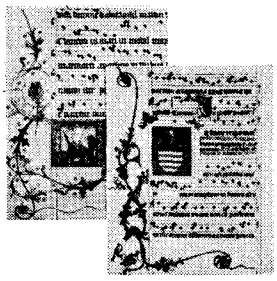
**SPECIAL OFFER**

**300. CHARIOTEER OF DELPHI.** Finely sculptured head reproduced in genuine Alvastone in green, bronze patina. 15½″ high. *Pub. at $37.50.* *Only* **17.95**

**SPECIAL OFFER**

**148. 8 FOOT JAPANESE WALL MURAL: Serene Landscape.** An entrancing wall-sized mural by the contemporary Japanese artist Ken Wakashima reproduced upon quality wallpaper stock in tones of green, beige and sea green—4 sections (each 24″ x 38″) complete instructions included. *Overall measurement* 38″ x 96″. *Special Offer* **4.98**

**ILLUMINATED MUSIC MANUSCRIPTS**



Silk-screen of 15th century rare Czech manuscripts with exquisite floriation in red, green, blue, yellow, orange, rose, metallic gold and black on exciting parchment paper. 20″ x 26″.

**116. MUSIC MANUSCRIPT I.** *Special* **2.98**

**106. MUSIC MANUSCRIPT II.** *Special* **2.98**

**THE PAIR OF MANUSCRIPTS** *Special* **4.95**

**SPECIAL OFFER**

**151. FOUR POP ART POSTERS.** Handsome posters—made famous by such artists as Warhol and Johns—lithographed in traditional bright comic strip colors. Each poster is 32″ x 52″. *Pub. at, The Set $12.00.* *Set of 4 only* **3.98**

## MAIL COUPON TODAY

We do not offer a catalog because our prints are done by hand in small quantities and our selections are constantly changing.

**LAMBERT REPRODUCTIONS: Dept. S-13**
**336 Central Park West, New York, N.Y. 10025**

Gentlemen: Please rush the following order:

The prints I have circled below amount to $_____

Plus Sales Tax *(when applicable)* _____

Plus Handling charge **35¢**

Total _____

☐ **I enclose $**_____

☐ Send C.O.D. (limited to orders of $5.00 or more in Continental U.S. only) in amount of $_____ plus C.O.D. post offices charges.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 101 | 102 | 103 | 104 | 106 | 107 | 108 | 110 | 112 | 113 | 114 |
| 115 | 116 | 118 | 119 | 120 | 122 | 123 | 124 | 125 | 126 | 135 |
| 136 | 143 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 201 | 202 |
| 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 |
| 214 | 215 | 216 | 300 | | | | | | | |

Name_____

Address_____

City_____ State_____ ZIP_____

**Please add 25¢ per print for delivery outside U.S. and possessions. 10-DAY MONEY-BACK GUARANTEE.**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

*Continued from page* 16

of these are: Linda Helpinghand (nurse); Lee Bro (book dealer); Fatty Gay (tired, overweight Frenchman); Pa Tisserie (pastry baker).

High school seniors, like Howard Weinman, also succumb to the plague. He has been working on a game, still nameless, in which he combines two opposites with a neutral in a way guaranteed to make the nerves jangle: "He was taken aback by the affront, which had been an aside." Or, the combination of two opposites: "He fasted slowly." Another: "His mannerisms are expressly local."

**Bibliophiles** like Mel Jordan at the University of Wyoming are especially susceptible to this morbosity. His game resulted from a real bibliography he was preparing for a class in elementary education, where the name of the author actually seemed to sum up the subject matter in an extremely apt way. An article on teacher retirement benefits turned out to be by H. H. Punke. Another, on the evaluation of school furniture was by R. M. Comfort.

Immunity is really nowhere to be found. Authors Audrey and William Roos, both constant offenders in this arena, have compiled a list of Unlikely Book Dedications, which include: to Barry and Ella Fitzgerald; to Ralph Waldo and Faye Emerson; to Faith and James Baldwin; to Whitey and Henry Ford; to Robert E. and Gypsy Rose Lee; to Stonewall and Mahalia Jackson.

George F. Hubbard, of 210 East 68th Street, New York City, has collected more than 700 unusual names, and has asked us to petition *SR* readers to trade names with him. Ministers, railroad engineers, lobstermen, taxi drivers, no one seems able to beat back the tide.

We can only suggest that you go to your bookseller, get a copy of *Games for Insomniacs*, and demand a public book-burning ceremony at the earliest moment.

The whole situation has got far out of hand. —John G. Fuller.

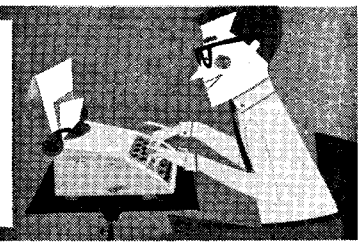
Solution of Last Week's Kingsley Double-Crostic (No. 1662)

Maurice Zolotow:
*STAGESTRUCK*

Actors of training and discipline—troupers — the Lunts were often amazed* and baffled by the new breed of actor and actress who seemed like* amateur psychoanalysts, wasting time at rehearsals, arguing with the director, obsessed with personal neuroses.

*Words inserted to get the needed Z and K.

# Top of My Head



## Wine, Women, and Song

IT WAS a natural evolvement that psychiatrists should finally announce —and Dear Abby will doubtless concur—that parents should initiate children into the mysteries of alcoholic beverages.

Many years ago it was given into the tender care of the parents to explain to their offspring the mysteries of sex—the birds and bees—or, as it became known, the B and B theory. More recently the parent was asked to guide the child gently into the new sounds of music—the Animals and the Beatles—A and B. Now parents are told it is J and B time, completing, as some already are murmuring, the unholy trilogy of wine, women, and song, which leads the kids down the path to the Fun City of Astray, nestling on the shores of the laughing, amber waters of Lake Selfindulgence.

But I do not hold that a family that drinks together gets stoned together. I view with no alarm the graphic picture of a child learning to bend an elbow at his mother's knee. It was she who taught him to drink from the beginning. The milk of human kindness runs deep. She will steer him a straight course so that he may handle the stuff with dignity and not become the target of the slings and arrows that beset me with no mother to guide me or to distill for me in childhood the alcoholic content of a highball.

It began at age eleven. My parents had some people over and they sat around drinking highballs before dinner. My mother noticed how left out I was, sitting quietly alone in a corner. She wanted me to join in the gaiety, at least to tell my age to the man who kept asking me again and again how old I was. I had replied the first time that I was eleven. But he kept repeating the question, which I didn't feel deserved another answer. When he finally said, "Cat got your tongue?" my mother sprang into action.

She handed me a tall glass of ginger ale with a cherry atop it. In later years this became known as the Shirley Temple highball. As I sat there sipping this tall glass of ginger ale with the cherry floating in it I made my first big decision. I would save the cherry for last! I did.

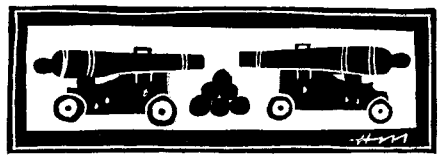
I fixed myself a refill. I relaxed, even contributed to the conversation the news that that very afternoon I had won a hundred marbles and two aggies. My mother preened. Actually I was bragging a little. I hadn't won a hundred marbles. In truth I had lost fourteen. But it was an evening for only success stories. Certainly no time for losing one's marbles.

After that initiation, when other groups gathered at the house and there was drinking, I always had my Shirley Temple. One hot night I added ice. From that moment on it was Shirley Temples with ice.

I drank myself through the next five years, hooked on Shirley Temples. Until one evening at the age of sixteen I accepted an invitation along with other kids my age to a little sociable at a neighbor's home. I was offered a drink in a tall glass and sat back to enjoy it. The taste was different—bitter, I thought. And no cherry on top. I put it aside.

One of the guests noticed. "Hey," he shouted, "you're not drinking. Here, I'll fix you a fresh one." I held it and they began taunting me. Well, insecure as I was, and fearful of offending the host kid, I drank. It made me sleepy and I found myself wishing my mother was there.

Other similar parties developed. But I didn't. I soon worked out a plan to walk quietly to the bar of a party and stealthily fix myself a Shirley Temple with a cherry on top. No one questioned what I drank. I soon became, if not the life of the party, at least a member in good standing, with the reputation of being able to drink anyone under the table.



In those days you couldn't get into a saloon until you were twenty-one. At that age I was invited by a friend into a saloon for a quick drink. You can imagine the fracas that followed when I told the bartender I'd have a Shirley Temple with a cherry on top.

After my friend and I were thrown out of the saloon, I became, and still am, a secret member of Shirley Temples Anonymous. A Shirley Temple closet drinker. Now would you want that to happen to your kid?

—Goodman Ace.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# HUDSON BOOK CLUB EXCLUSIVE!

# FREE

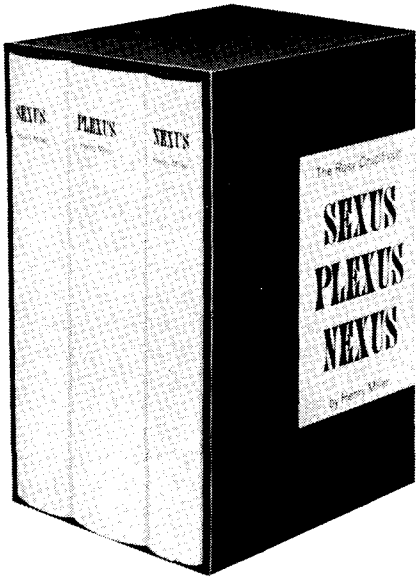
**with your first selection**

## HENRY MILLER'S

**forbidden three-volume classic**

# ROSY CRUCIFIXION

**(SEXUS ▪ PLEXUS ▪ NEXUS)**




## Now complete for the first time in the Grove Press boxed set

*Purchased separately, these three volumes would cost you $20.00.*
*Handsomely boxed, they are yours free from the Hudson Book Club.*

ROSY CRUCIFIXION, the magnum opus by the distinguished author of **Tropic of Cancer** and **Tropic of Capricorn,** has long been forbidden in America. To read it at last, with all three volumes complete as the author intended, is to experience for yourself the power and boldness and literary distinction that have caused critics to hail it as an American classic.

"BETTER THAN TROPIC OF CAPRICORN . . . Sexus is more mature, more highly dramatized, marked by exuberance, vitality, splendid writing, and a number of clinically precise descriptions of sex acts."—**Chicago Tribune.** "We may well come to think of Henry Miller as our greatest American existentialist"—**Saturday Review.**

"AN EPIC WORK! How to explain to the reader, who has heard that Miller is a pornographer, that he is a great American artist and a literary giant? **Rosy Crucifixion** is a far better work of art than Miller's earlier trilogy. An incredibly fascinating narrative of nearly 1500 pages"—**Maxwell Geismar.** "It isn't pretty, a lot of it. But then neither is real life. It goes right to the bone."—**Lawrence Durrell.** "Miller deserves a permanent place in that not inconsiderable company that includes Havelock Ellis and Alfred M. Kinsey."—**Gore Vidal.**

ROSY CRUCIFIXION is an example of the important reading offered regularly to members of the Hudson Book Club at reduced prices. Limited quantities have been set aside as Free Gifts for new members who join now. It makes good sense to send for your free 3-volume set today, with your first selection chosen from the list at right.

### ONLY THREE MORE SELECTIONS NEED BE TAKEN WITHIN ONE YEAR

The Hudson Book Club pools your buying power with that of other discerning readers who share your tastes. By means of low Members' Prices and free Bonus Books, it saves you an average of 50% on the very books you would otherwise purchase at full price.

If not delighted, simply return the books within 2 weeks and your membership will be cancelled without cost or obligation. The club takes all the risk.

**IMPORTANT TO ACT QUICKLY.** Mail coupon today while free copies of ROSY CRUCIFIXION are still available.

**FREE** IF YOU ENCLOSE PAYMENT NOW!
FORCE OF CIRCUMSTANCE by Simone de Beauvoir. The author of The Second Sex writes of her own life. 658 pp. **Published at $10!**

**EROS DENIED.** By Wayland Young. A history of sexual behavior. "A remarkable, brilliant and revolutionary book."—**J. Donald Adams.** 415 pp., 31 illus.
List, $7.50 **Members' Price $5.45**

**MARQUIS DE SADE.** Ed by Seaver and Wainhouse. De Sade's major works including **Philosophy in the Bedroom** and **Justine.** In their first complete, unbowdlerized English translation. 776 pp.
List, $15.00 **Members' Price $9.95**

**HENRY MILLER TRILOGY. Tropic of Cancer, Tropic of Capricorn** and **Black Spring.** Hard-cover Grove Press boxed set. "One of the most significant contributions to the literature of our time."—Sir Herbert Read.
List, $20.00 **Members' Price $9.95**

**LES NUITS DE PARIS.** Best known as a pornographer, Restif de la Bretonne here depicts the Hogarthian horrors of night-life among the three-quarters of a million inhabitants of Paris just before and during the French Revolution.
List, $5.95 **Members' Price $4.95**

**A TREASURY OF ART MASTERPIECES.** Ed. by Thomas Craven. The most highly praised art book of our time in a magnificent new edition. 650 reproductions (161 in full color) of the world's greatest paintings. 8¾"x 11¼"
List, $8.95 **Members' Price $5.95**

**THIEF'S JOURNAL.** By Jean Genet. Strange hymn to inverted passions. "I do not fear to call this book the most beautiful Genet has written—**Jean-Paul Sartre's Fwd.**
List, $6.00 **Members' Price $4.95**

**LAROUSSE ENCYCLOPEDIA OF PREHISTORIC AND ANCIENT ART.** Ed. by Rene Huyghe. One monumental volume spanning all the ages, cultures and races of mankind from the dawn of human society to the Fall of Rome. 750 illustrations, many in color.
List, $17.95 **Members' Price $9.95**

**LAROUSSE ENCYCLOPEDIA OF MODERN ART.** Ed. by Rene Huyghe. All the explosive genius of the 19th and 20th centuries—Impressionism to Pop Art. Over 1,200 illus. 56 in full color.
List, $20.00 **Members' Price $9.95**

**MEMOIRS OF FIELD MARSHAL KEITEL,** Chief of the German High Command in World War II. Top-level revelations including the famous bomb plot and the aborted plans for invading Britain. Written in prison just before the author was hanged at Nuremburg.
List, $7.95 **Members' Price $5.50**

**ABU SIMBEL.** By Wm. MacQuitty. Particularly handsome photo-and-text memorial to the artistic glory and legendary treasure of Ramses the Great's fabulous tomb-monument. 121 photos, 47 in full color.
List, $15.00 **Members Price $7.95**

**LA BATARDE.** By Violette Leduc. Best-selling autobiography lauded by Sartre, Genet and The New Yorker's "Paris Letter"—a poignant, blazingly frank **Succes de Scandale** that has sold over 200,000 copies in France alone. 506 pp.
List, $6.95 **Members' Price $4.95**

**REPORT TO GRECO.** By Nikos Kazantzakis. Important lyrical autobiography and life-work summation by the author of **Zorba the Greek** and **The Last Temptation of Christ.** 512 pp.
List, $7.50 **Members' Price $4.95**

**POP ART.** By John Rublowsky. First comprehensive exposition of the Pop Art movement—an unabashed revelation of the beauties of the everyday world. 205 photos by Ken Heyman, 41 in full color. 8"x10"
List, $12.50 **Members' Price $7.95**

**THE CIVILIZATION OF GREECE.** By Francois Chamoux. "An important and magnificent book. To call it a 'must' for every educated man or woman is not an extravagant blurb but a simple truth."
—**Theodor H. Gaster.** 229 illustrations.
List, $12.95 **Members' Price $7.95**

**LAST EXIT TO BROOKLYN.** By Hubert Selby, Jr. A forceful novel of modern urban degradation—"a vision of hell so stern that it cannot be chuckled or raged aside."—**N.Y. Times.**
List, $5.00 **Members' Price $3.95**

**PSYCHOPATHIA SEXUALIS.** By Richard von Krafft-Ebing. The first all-English edition of a classic work on sexual deviation; over 200 case studies. 512 pp.
List, $7.95 **Member's Price $5.95**

**THE FILMS OF CHARLIE CHAPLIN.** Ed. by G. D. McDonald et al. Splendid record in words and pictures of the Little Tramp. 80 films appraised and illustrated—from early Keystones to **Limelight** and **A King in New York.** 328 photos. 8½" x 11¼".
List $7.95 **Members' Price $5.95**

**LAROUSSE ENCYCLOPEDIA OF BYZANTINE AND MEDIEVAL ART.** Ed. by Rene Huyghe. The art of 1000 years in a highly prolific age. 416 pp., over 1000 illus., 36 in full color.
List, $17.95 **Members' Price $9.95**

**LAROUSSE WORLD MYTHOLOGY.** Ed. by Pierre Grimal. Monumental presentation of all the mythologies of mankind with 670 illus., 49 in full color, 600 pp 8½" x 11¾".
List, $25.00 **Members' Price $12.50**

**GEORGE BELLOWS: Painter of America.** By Charles H. Morgan. First full-length biography of the great American realist best known for his prize-ring paintings. 91 illustrations.
List, $8.50 **Members' Price $5.95**

**LAROUSSE ENCYCLOPEDIA OF RENAISSANCE AND BAROQUE ART.** Ed. by Rene Huyghe. The monumental arts and beauty from the birth of modern man da Vinci, Rembrandt, Velasquez et al. 1214 illus many in full color.
List, $20.00 **Members' Price $9.95**

## NO MONEY NEED BE SENT WITH COUPON

**HUDSON BOOK CLUB, 131 VARICK STREET, NEW YORK, N.Y. 10013**

Please enroll me as a Trial Member of the Hudson Book Club and send me ROSY CRUCIFIXION free. As my first selection, send me, at the low Member's Price:

_____
*(ENTER YOUR FIRST SELECTION HERE)*

If for any reason I decide not to remain a member, I may return these books within 2 weeks and my membership will be cancelled without cost or obligation.

If I elect to remain a member I need choose only 3 more books at reduced prices during the coming year, and will be under no further obligation. Thereafter, every 4 books I accept from the Club will entitle me to a free Bonus Book of my choice.

Name_____

Address_____

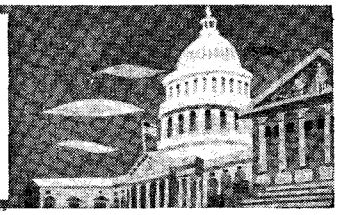
City_____ State_____ Zip_____

☐ Please bill me for my First Selection plus shipping charge.

☐ My check for First Selection is enclosed (Club pays shipping). Please send free copy of FORCE OF CIRCUMSTANCE. MS-125

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# State of Affairs



## Making Automobiles Safer

IT IS A surprising thing, really, that the automobile industry has not done more to improve the safety of the cars it makes. True, the public doesn't seem to care; what affects sales are the looks, style, speed, and gadgets of the car, and output has gone up and up. There have been no boycotts, no serious public protests, and when a model was found defective industry usually succeeded in keeping legal cases out of court, or at least getting a minimum of publicity. While industry can rightly point out that the driver and the state of the highways bear an enormous responsibility for the high rate of fatalities, there is also the proven case that if cars were made safer (and they can be) accidents could be substantially reduced.

At last strong public pressures are building up, for Americans have been jolted by the announcement that last year's death toll on the highways cost 49,000 lives and injured some 3,000,000. In comparison, the 1,700 who died last year in the Vietnamese war have aroused far more attention, but then wars are dramatic and road deaths have become a monotonous story. However, both the White House and Congress are putting more muscle into the campaign against the silent war on the highways in order, for one thing, to jog the social conscience of the automobile manufacturers, who up to now have failed to give the problem the attention it deserves.

American industry has made an immense contribution to the wealth, prosperity, and happiness of Americans. Its unequalled capacities are the envy of the rest of the world. In many ways its stunning accomplishments have made the United States the most powerful country in the world. But it is now being asked with growing impatience whether industry is living up to its social responsibilities toward the consumer—particularly in the case of the automobile manufacturers. And in the latter case there are searching questions whether it is not also their duty, along with reaching impressive new sales and profit records, to do everything in their power to make cars less vulnerable to accident. Vast sums are spent on developing new engines, on restyling, on advertising, and on an assortment of trivia that offer new sales pitches; but, as was brought out in recent hearings by Senators Abraham Ribicoff and Robert Kennedy, puny amounts are devoted to the search for greater safety. As Senator Kennedy put it recently, "The vast scientific and technical resources of the United States in general—and of the automobile industry in particular—are not giving the safety of American motorists the attention they demand and deserve. . . . The entire auto industry spent only $8,000,000—well under 1 per cent of its profits—on research to save the lives of those who buy its products." In a world where the motor car is as much a part of everybody's life as it is, this is an astounding revelation.

The driver himself remains the worst culprit, and a good deal more needs to be done to stiffen the tests for drivers' licenses and to establish uniform standards for these tests. The laws against drunken drivers who, according to the National Safety Council, may be the cause of half of all fatal accidents, should also be made more rigorous. And the highways themselves certainly need to be made less of a hazard for the motorist. Federal Highway Commissioner Rex Whitton says that the death rate on the far better engineered interstate system is 2.8 deaths per hundred million vehicle miles, compared to 9.7 per cent on older highways.

Meanwhile, much can be done now by the automobile manufacturers. One report, for instance, estimates that shoulder harnesses, car doors that will not open in a crash, and collapsible steering posts could virtually eliminate fatalities in accidents occurring at less than thirty-five miles an hour. And this, the report claims, means about 87 per cent of all car accidents. Engineers have accomplished great feats in making space travel safe, and though assembly-line production perhaps cannot be expected to live up to the same reliability, an enormous amount can be done to improve the safety level of automobiles.

The general public, of course, has not asserted its rights and demands, and industry thus tends to be much less responsive than it should be. Many consider driving a sport that involves risks and believe that not to accept these would be to show cowardice and a lack of masculinity. This is actually a reason why a good many people don't like to use safety belts even if they have them and why other safety devices are regarded as an unnecessary expenditure. Tires, though, are one item that everybody would like to see improved for safety. The Federal Trade Commission, for instance, has pointed out that even now new cars are sold with tires that cannot safely carry more than three people—and without luggage at that. There is no earthly reason why tires should not be improved, or brakes for that matter.

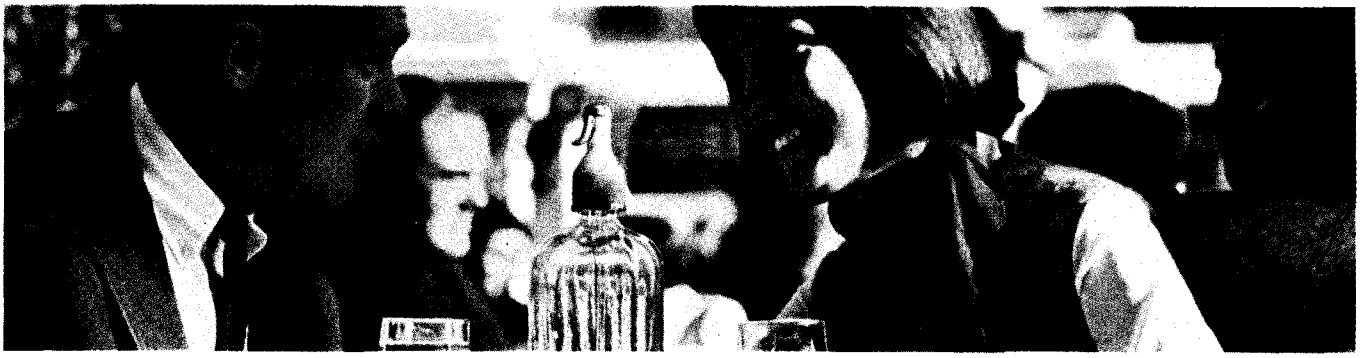
It will be interesting to see what will result from Senator Ribicoff's committee hearings, which will continue for most of this year with particular emphasis on auto design, and from President Johnson's highway safety bill. Certain safety standards have been established for aircraft, trains, and buses, for medicines and meat, and these are being enforced. It makes absolutely no sense, therefore, not to have appropriate standards set for automobiles. The findings and proposals that will ultimately emerge from studies by the special institute at the University of Michigan, which the auto industry endowed with $10,000,000, should also make a contribution.

The New York State legislature has done some pioneering on its own and recently went so far as to sponsor a safety prototype car. Clearly there is a vast, largely unexplored field of what can be done to reduce highway slaughter. John Connor, Secretary of Commerce, has recently appealed to the industry to assume responsible leadership to avoid the need for government action. The industry made its first concession when it agreed to install minor safety features in all 1966 cars, and even if this resulted in a slight price increase it was worth it. It should now go further still and take the lead.

—HENRY BRANDON.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# How do you get to Spain and Europe?

# Relaxed

## ...on Iberia, where only the plane gets more attention than you.

There's an old Spanish tradition called contentment. You get your first inkling of it the moment you board an Iberia jet. Things function smoothly, and with happy dignity.

In fact, on Iberia, only the plane gets more attention than you. Our DC-8 Fan Jets (the extra power jets) are serviced by highly skilled technicians, and flown by skilled veterans.

Only Iberia flies Fan Jets daily to Madrid. Monday and Thursday flights stop in Lisbon. For information or reservations, see your Travel Agent or call Iberia. Ticket offices in Chicago, Dallas, Denver, Detroit, Los Angeles, Miami, New York, Philadelphia, Pittsburgh, San Francisco, Washington, D. C.

IBERIA AIR LINES OF SPAIN
Dept. SR-2, 518 Fifth Avenue
New York 36, New York

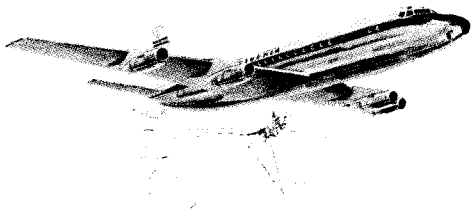
Dear Sirs: Please send me the free colorful brochures on Europe's most beautiful travel bargains.

Name_____

Address_____

City_____ State_____ Zip_____

Travel Agent_____



**IBERIA**
AIR LINES OF SPAIN

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# A computer is baby-sitting these young trees

*Red fox in a harvested area which was reforested by helicopter seeding*

Keeping track of millions of trees growing on Weyerhaeuser lands used to be a laborious job. Today it's a different story. Our computers play back the answers we need at the flick of a button.

How much wood we're growing. How fast. Where to re-seed or hand plant new crops. How much we can safely cut without eventually running out of trees.

This is up-to-date tree farming at work for you and your children. For their children. And their children.

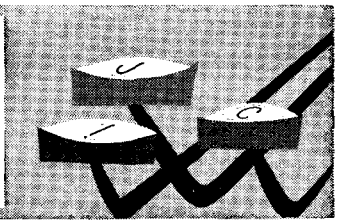
It's the kind of scientific forestry that means there will be trees on our lands, always. Trees to make the lumber, plywood, paper, cartons and scores of other products you use. Trees, too, to protect watersheds, shelter wildlife and beautify recreation areas.

Yes, America can have trees and still enjoy their products. To learn more, write us at Box A-4, Tacoma, Washington 98401, for a free booklet. Printed, of course, on paper from our tree farms.

*Where the future grows . . .* **Weyerhaeuser**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Manner of Speaking



**The World Well Lost, but Happy New Year Anyhow:** It is getting on to the end of January as I write, and I still am not quite sure what I did with Christmas. I think I actually managed to mislay it this time around. I do have an uncertain memory of having bought my way out of it by tossing a number of large checks into the air and letting them fall into the family clutches. I even went so far as to have Christmas cards printed, though (aside from a first batch my secretary addressed for me) I never got around to mailing any of them. I do know there is a large cardboard coffin in the attic outside my study door and that it is full of received Christmas cards that are still lying in state. Or (hopefully) those cards mark the funeral of my social standing, for the bulk of them is from people to whom I did not send a card. It may even (more hopefully) be worse than that, for the last time I stuck my hand into the box at random I came up with several letters in unopened envelopes postmarked back in November. It has, as anyone may see, been going on for some time.

My desk is out of sight under a mound of letters that (possibly) should be answered, expense account receipts that I shall have to sort out for the Internal Revenooers, bank statements that I could not hope to have balanced even had I tried, unpaid bills, and, for all I know or even care, undeposited checks.

Well, yes, I do care. I care at least enough to beg the indulgence of my neglected friends, my unpaid creditors, my ignored editors, and my frustrated fellow workers (or if "fellow workers" is too Bolshy a term these days, read instead "co-social securitees"). I care enough, that is, to ask forgiveness for my sins, if only as subject matter for a column I am, in any case, committed to write. (Material is where you find it.) But I do not care enough to mend my ways. I have already mended them: this enthusiastic neglect of all mail is my true and mended virtue. I have been working at better things.

For almost twenty years now, I have been working at my "Englishment" (I resist the word "translation" as misleading, at least as far as poetry is concerned) of Dante's *Divine Comedy*, and with the *Inferno* and *Purgatorio* already published, there remains only the *Paradiso*. Getting that final canticle into English has been, as one may see, a long dream. For a while I dreamed of finishing it in time to publish a complete *Divine Comedy* in 1965, the 700th anniversary of Dante's birth. One more translation could hardly have added anything to the mountain of Dante's merit and to the memorial of his anniversary year. But it would have pleased me to have been able to lay my sheaf on the centennial mountain. And I could have done it, had I had the character to do sooner what I have learned to do later.

Day after day I would walk into my study and think to open to Dante. First, however, I would find myself leafing through the day's accumulation. Good Old Joe had written, and Jolly Old Bess, and that Nice Miss Sweetser, and my wife's cousin Millie. Two former students needed letters of recommendation. My agent wanted me to check my lecture schedule. My publishers needed to raise a question, or were raising it anyhow. The Mandelbaum Corners Poetry Group had a contest it wanted judged. The Society for Repairing Prehistoric Tibia Damaged in Excavation wanted a donation. And so in a wavering line from friendship, through business, to incivility, to charity, days went and Dante waited, the real work untouched. Before I was entirely aware of it, eighteen months had gone by with hardly a lick of work on the *Paradiso*.

Then, in a surge of character, I printed large on a piece of cardboard a single word—NOW!—and propped the cardboard against my lamp. That NOW! meant simply: "Today . . . before anything else . . . Dante first!"

My Dante papers and commentaries, let me explain, are spilled over a bookcase, the floor, and a bridge table to one side of my desk. NOW! meant, specifically, that I was to sit not at the desk but at the bridge table, and that I was not to touch the mess on my desk until I had turned out my daily stint of lines.

The decision was as simple as that, and all else followed. *Incipit vita nova.* Nor, since that day in late November, have I strayed from the high road to Heaven. If anything, I went at it too enthusiastically, and have had to stop sprinting and adjust my stride for the long pull. Yet that first spree of fourteen-hour days was a self-delighting abandonment. It was somewhere in that first spree that I mislaid Christmas without really noticing that it was there to be mislaid. Since New Year's I have learned to make myself go for a walk now and then and even to take a day off at intervals, just to keep things in balance. And I did, though unintentionally, make myself a Christmas present of a vacation from New York: I simply forgot to go into the office for most of a month. Let Norman Cousins find out how entirely dispensable I am: to be fired is to be free. I mean to live in balance.

But in or out of balance, the result is going to be the same as far as the mail is concerned. The daily quota of Dante comes first (as for this column, its readers have long known it gets written on the backs of envelopes and bar receipts and is then pulled together by my secretary, Jo Anne White). If there is any time left over after my daily stint of Dante—and any energy—I may or may not putter at the pile of unanswered mail. But from here to the top of Heaven, the Dante comes first, this column second, and the mail whenever it comes, if at all.

Let me say, without repentance, that I do expect my friends to forgive me in Heaven's name. And since anyone who will not forgive me in that name is no friend of mine, he may go to, uh—the more dramatic first book of the poem.

Hell hath no fury like a letter writer scorned, but for myself I have only one fear to confess in all this. Dante, as you will of course recall from school, ends each of his three books of the *Divine Comedy* with the word "stars." The last line of the *Paradiso* is:

> L'amor che muove il sole e
> l'altre stelle.

There is no question of how that line must be translated. It must read:

> The Love that moves the sun
> and the other stars.

But having reached that top of Heaven, I must find a rhyme for "stars." And what is there? I have even thought of a bravura flourish:

> And now writes Ciardi, passing out cigars:
> "The Love that moves the sun
> and the other stars."

Frankly, I am not at all sure it will work. But what will work? Heaven knows. Having, by then, achieved Heaven's last revelation, I tell myself, I shall find *something*. But what if there is nothing to be found? What if I work at it for twenty years only to be stuck on the last rhyme?

And with that thought to scare me from inside myself, how shall I fear the wrath of unanswered letter writers? There is nothing to fear. I have immovable character. Nothing can overthrow a moral position founded on pure terror.

—John Ciardi.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# *SR*'s Check List of the Week's New Books

### *Crime, Suspense*

DREAM OF FAIR WOMAN. By Charlotte Armstrong. Coward-McCann. $4.50.

A MASK FOR THE TOFF. By John Creasey. Walker. $3.50.

MR. THREE. By William Butler. Putnam. $4.50.

TERROR TOUCHES ME. By Stanton Forbes. Doubleday. $3.50.

### *Current Affairs*

AMERICA AND CHINA: A New Approach to Asia. By Chang Hsin-hai. Simon & Schuster. $5.95.

THE AMERICAN HEALTH SCANDAL. By Roul Tunley. Harper & Row. $4.95.

CHINESE COMMUNISM. By Robert C. North. McGraw-Hill. Hardbound, $4.95. Paperback, $2.45.

THE GRAND DESIGN. By Franz Josef Strauss. Praeger. $3.95.

IS THE MEXICAN REVOLUTION DEAD? Edited by Stanley R. Ross. Knopf. $3.95.

THE WEST CAN WIN: A Study in Science and World Power. By Donald Wilhelm, Jr. Praeger. $5.95.

ZAMBIA. By Richard Hall. Praeger. $8.50.

### *Fiction*

THE ANIMAL IS MISCHIEVOUS. By David Benedictus. New American Library. $4.95.

THE BOX. By Allan Turpin. Vanguard. $4.95.

THE COUNCIL OF EGYPT. By Leonardo Sciascia. Knopf. $4.95.

THE DARK. By John McGahern. Knopf. $3.95.

THE DREAMS OF REASON. By Xavier Domingo. Braziller. $5.

HERE WE GO, ROUND THE MULBERRY BUSH. By H. Davies. Little, Brown. $4.95.

THE INCUBUS. By Giuseppe Berto. Knopf. $5.95.

KAVANAGH. By Henry W. Longfellow. College & Univ. Press Services. Hardbound, $3.50. Paperback, $1.65. (Reissue.)

KIT LARKIN. By Ramona Stewart. Doubleday. $4.95.

LUCY. By Hester W. Chapman. Morrow. $5.75.

THE MAN WHO LOVED HIS WIFE. By Vera Caspary. Putnam. $4.95.

MIA. By Derek Monsey. Knopf. $4.95.

MODERN CHIVALRY. By Hugh Henry Brackenridge. College & Univ. Press Services. Hardbound, $6. Paperback, $2.45. (Reissue.)

RAGE OF HONOR. By Denne Bart Petitclerc. Doubleday. $4.50.

ROB OF THE BOWL. By John Pendleton Kennedy. College & Univ. Press Services. Hardbound, $5. Paperback, $2.45. (Reissue.)

SHAME, SHAME ON THE JOHNSON BOYS. By Joel Oliansky. Dutton. $4.95.

SOME DOVES AND PYTHONS. By Sumner Locke Elliott. Harper & Row. $4.95.

YOU CAN HEAR THE ECHO. By M. K. O'Donnell. Simon & Schuster. $4.95.

### *History*

BACKGROUND TO REVOLUTION: The Development of Modern Cuba. Edited by Robert Freeman Smith. Knopf. $3.95.

THE GREAT NORTH TRAIL. By Dan Cushman. McGraw-Hill. $7.95.

THE JESUITS AND THE INDIAN WARS OF THE NORTHWEST. By Robert Ignatius Burns. Yale Univ. Press. $10.

THE JEWS IN RUSSIA. Volume I: 1772-1880; Volume II: 1881-1917. By Louis Greenberg. Yale Univ. Press. $10.

THE LEFT IN EUROPE SINCE 1789. By David Caute. McGraw-Hill. Hardbound, $4.95. Paperback, $2.45.

THE ORIGINS OF THE LATIN AMERICAN REVOLUTIONS, 1808-1826. Edited by R. A. Humphreys and John Lynch. Knopf. $3.95.

### *Literary Criticism, History*

LANDMARKS OF CONTEMPORARY DRAMA. By J. Ciark. Hillary House. $5.

MODERN LITERATURE. Vol I: The Literature of France. By Henri Peyre. Prentice-Hall. $7.95.

SPENSER'S IMAGE OF NATURE. By Donald Cheney. Yale Univ. Press. $6.50.

### *Miscellany*

THE AIRSHIPS AKRON AND MACOS: The Flying Aircraft Carriers of the U.S. Navy. By Richard K. Smith. U.S. Naval Institute. $12.50.

AMATEUR ARCHAEOLOGIST'S HANDBOOK. By Maurice Robbins and Mary Irving. Crowell. $6.95.

THE BASIC DICTIONARY OF SCIENCE. Edited by E. C. Graham. Macmillan. $5.95.

GAMES FOR INSOMNIACS. By John G. Fuller. Doubleday. $4.50.

(*Continued on page* 50)

**The Jaguar Overseas Delivery Plan is better– so is the car.**

1. Choose from 4 outstanding Jaguars: XK-E coupe or roadster. 3.8 'S' sports sedan. Luxurious 4.2 sedan.

2. Place your order direct with the authorized Jaguar dealer who will later service your car.

3. Buy it at low, tax-free factory prices. The money you save can be applied to your trip overseas.

4. Ask for delivery in Great Britain or any principal European city.

5. Forget red tape, masses of forms and applications. Just 2 forms are all you need in the Jaguar plan.

6. Let your dealer arrange for car registration, license plates and auto insurance (compulsory in Europe).

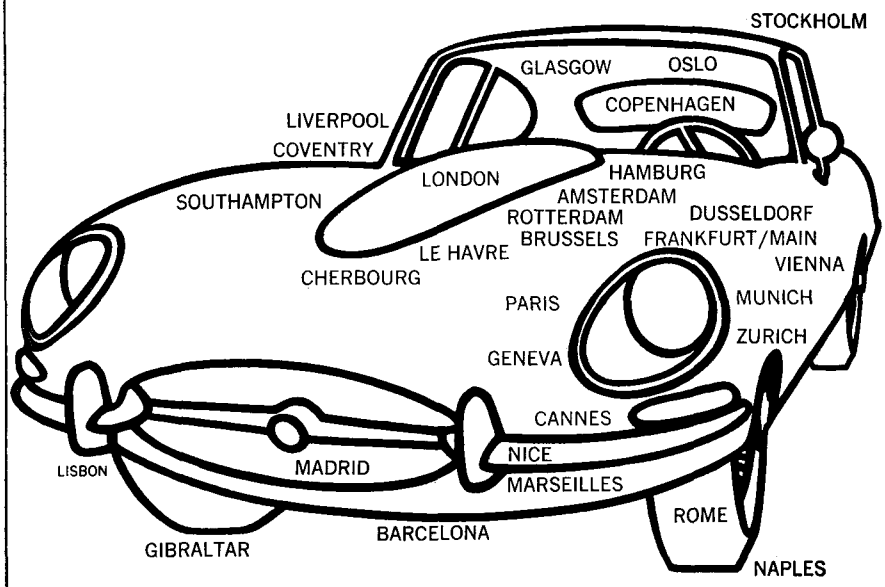
7. Forget about meeting airplane and train schedules in Britain or on the continent. Drive when and where you want. At your leisure and save money doing it.

8. When you're ready to come home, leave your car at one of our specified agencies, or return it to the factory for shipment home. The cost is reasonable.

9. Spend many enjoyable years with your Jaguar on your return home. Your local Jaguar dealer has the skilled mechanics and parts to maintain your car properly.

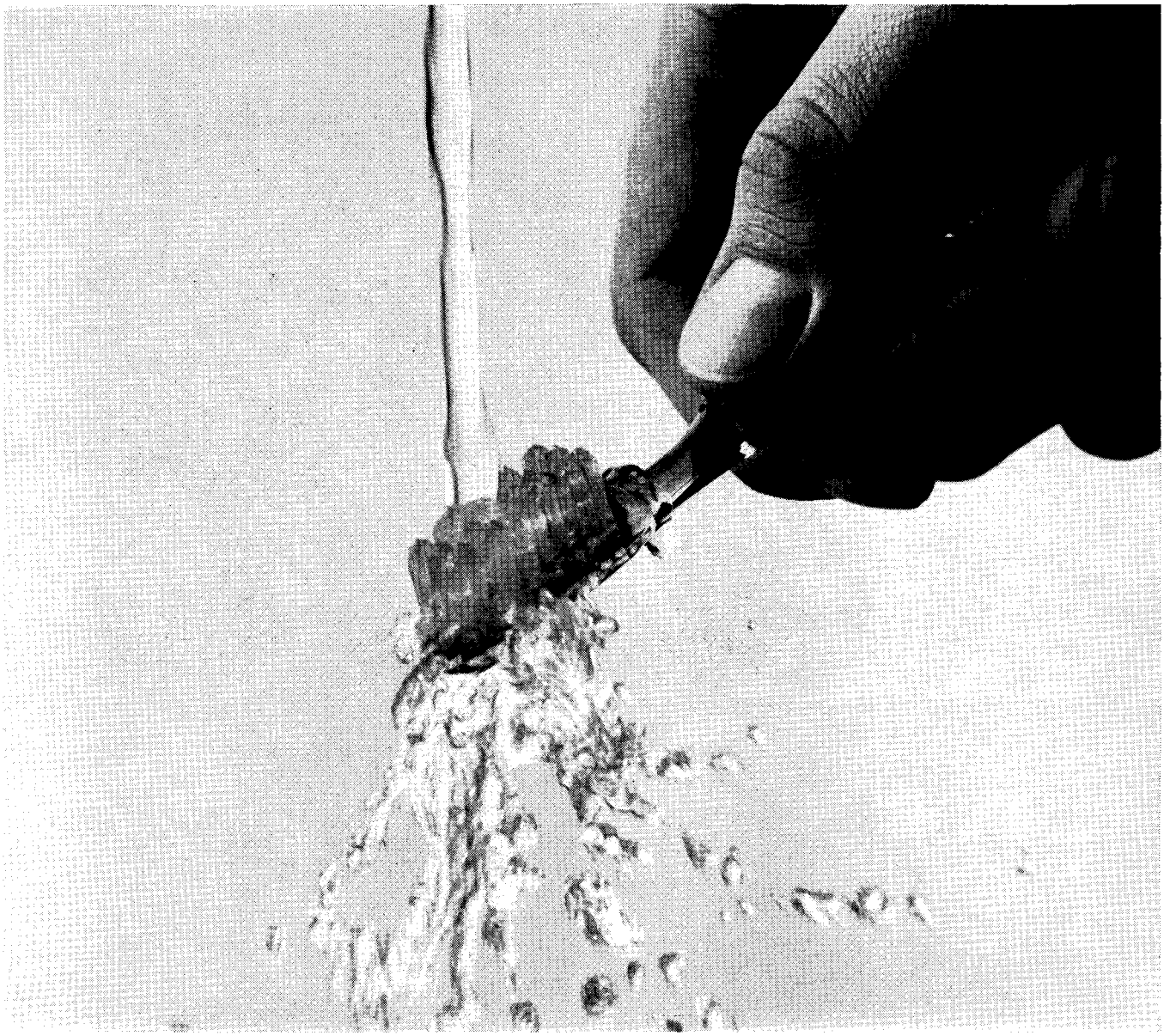
See your local Jaguar dealer or write Jaguar Cars Inc., 32 East 57 Street, New York, N. Y. 10022.

Jaguar: A different breed of cat.






PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# Are you brushing your teeth with secondhand water?

You are.

You have to. You have no choice.

Because the water that wets your toothbrush is still the same old water that rained down when the earth was formed. And it has been used, abused and re-used countless times since then. Secondhand water is the only kind of water there is.

So what's the problem? It's simply that, in today's crowded world, water is used for a great many specialized purposes—by communities, by industry and by agriculture. And each time it is used, it must be made fit to use again.

That is why expert solutions to water management problems are so urgently needed. And in this highly specialized field, Calgon Corporation is unique in its ability to provide *all* of the three essentials of water management—the engineering, the water treatment chemicals, the chemical feeding and control equipment—that assure effective solutions at a realistic cost.

Learn how you can profit by our experience. Write for "The Challenging Problems of Water." Calgon Corporation, Department K, Pittsburgh, Pa. 15230.

*Helping America answer the challenging problems of water*

CALGON CORPORATION

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Self-Starter

It took a human self-starter to eliminate the crank. General Motors engineers have been inspired by that example ever since. They have kept to the trail laid down by a genius named Charles F. Kettering.

Back in 1910, the experts told Mr. Kettering that a practical electric starter for automobile engines was an impossibility. It took him six months to develop one. His self-starter eventually eliminated the dangerous hand-crank, revolutionizing motoring and putting women in the driver's seat. His record of scientific achievement in the decades that followed is without parallel.

And like this remarkable man's most famous invention, today's GM engineer is a self-starter—one who doesn't wait to be asked, who seeks out the tough problems and sets out to solve them.

They're a vital group, these men of science who follow the Kettering flame—restless, curious and devoted to the idea that nothing is so good it can't be improved. Their collective contribution to GM's progress over the years is beyond measure.

**General Motors Is People...** making better things for you

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

*Saturday Review*
February 19, 1966

# No Room at the Bottom

**A look at the plight of those who don't make the first rung of the ladder of success**

By ROBERT L. HEILBRONER

A LITTLE LESS than a year ago, a bright young mechanical engineering student named Douglass Drumbeller achieved a brief moment of national attention when, upon graduation from the University of Southern California, he was offered seven jobs, averaging $8,000, and turned them all down to go on studying on a National Science Foundation fellowship. Drumbeller's *embarras de richesses* served as the occasion for a number of editors to reflect on the change that had come over the world of work since *their* days in school, when graduating students were glad to get any job at any price. Now, it was noted, the demand for college graduates was so high that some of the bigger companies were actually sending college dorms phonograph records that mixed music with brief messages extolling their virtues as a place to work.

The editors were not mistaken in their nostalgia. A profound change has come over the world of work in America, and a still more profound one beckons for the future. But the change is not merely that the pyramid of jobs now offers unprecedented opportunities at the top. At least as important is the fact that there is increasingly less room at the bottom.

For just a few months after Drumbeller's case gave the public a look at the new horizons high up on the pyramid, another case gave them a look at the new horizons at floor level. The town of Watts exploded in hot summer rage, and after the debris had been cleared away, investigators began to look into the world of work as it presented itself to the Negro population there and elsewhere in America. What they found was that in the most prosperous year of the most affluent nation in the world, unemployment among the Negro population was comparable to that of the nation during the great depression. In Watts, a third of the parents of the rioting teen-agers taken into custody were on relief. Across the nation as a whole, 25 per cent of Negro boys aged sixteen and seventeen were unemployed; an unbelievable 30 per cent of Negro girls. These were rates of joblessness that exceeded the worst of the depression years.

WORLDS apart and yet so close together, the cases of Drumbeller and of the town of Watts symbolize a problem that is attracting the close attention of those few people in Washington and in the universities whose job it is to keep track of other people's jobs. For it suggests that the coming decade is going to present a mixed picture of opportunity and trouble—both perhaps on a larger scale than we have ever known. Indeed, it is not too much to say that the changing shape of the world of work is *the* economic challenge before the American economic system, and that on its response to that challenge will hinge the well-being of the nation for a long time to come.

The easy part of the challenge lies in the burgeoning top of the employment pyramid, where our increasingly technical and specialized civilization is opening up jobs faster than we can fill them. Last year, for example, one out of every five budgeted technical and professional positions in New York City was either unfilled or staffed by someone without the formal educational qualifications; in city management as a whole throughout the nation there were two jobs available for every graduate in city management.

And the shortage is not, of course, confined to public administration. As far ahead as the statistical eye can see, the outlook is for rapid growth of all technical and professional occupations from draftsmen to clergymen, from lawyers to college teachers. There are now about 9,000,000 professional and technical workers in the country and just under 8,000,000 managers and proprietors. By 1975 the managerial group should have increased by 25 per cent, and the technical and professional group by 40 per cent, until virtually one out of every four persons in the labor force will be employed in these two top occupational echelons. By way of contrast, these two strata accounted for less than one job in ten back in 1900.

The explosion at the top of the work pyramid has a special meaning for the student world. The route to success clearly lies more and more through the portals of the nation's colleges, rather than through its factory gates or its offices. And already the colleges and universities are gearing up to meet demand with supply. The young man who plans to spend a leisurely ten years in college and grad school may find himself faced with some end-run competition for the job he expects to get. Cornell, for instance, is trying out an experimental program that will equip high school graduates in six years with everything for their Ph.D. except the dissertation. Fordham has gone even further and is trying to bring a specially chosen group of very bright high school students in the seventh grade into graduate school in six years. One of these young students could well be hitting the job market with an M.A. at the age of twenty.

Will all the young wizards find the jobs that they expect? At the rate at which technical positions are being created by industry and government, there

The author of this article, a professor of economics at the New School in New York City, is the author of *The Worldly Philosophers, The Future as History*, and the forthcoming *The Limits of American Capitalism*.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

seems every reason to believe that they will—at least for another ten years. The differentials in pay may drop a little—a Ph.D. today starts in at double the stipend of a B.A.—but no one seems to doubt that as fast as the schools turn out highly trained students, we will be able to use them. If we were merely to plow enough graduating talent back into education itself to bring teacher-student ratios down to approved levels (especially for the hard-to-educate), we could use half the graduating classes of the next decade in strengthening the educational machine itself.

Curiously, the boom at the top of the job market has largely by-passed one big college-going group. For the past two decades the proportion of women pushing on into graduate study has actually been below the ratio of the 1930s. Although the percentage of girls going to college is now at an all-time high, so is the percentage dropping out. More than half of all female college entrants fail to get their degrees, mainly because they get married along the way.

But the changing world of work is affecting the women no less than the men. For what the young marrieds do not realize is that their working days are far from over. The average American girl who today marries at the age of eighteen and shortly thereafter begins to have a family will nevertheless return to the labor market within fifteen or twenty years and *will spend twenty-five years of her life working.* Half a million women made the transition from housewife to working wife in 1965 and as many are expected to enter the offices and shops and factories every year for at least the next ten.

What are they going to do? "Most of them," says Jane Schwartz, Director of Placement at Barnard College, "are looking—at least to begin with—for part-time work. In fact part-time work has become a whole new category of employment. Many women, especially in the middle and upper income groups, go back to work not alone for the money, although that is not unimportant, but to get out of the house, to have the stimulation of being part of the active world, to fulfil themselves.

"The trouble is that most returners come back to work either without skills or with their skills forgotten. The other day, for instance, I had someone here who had done a little teaching in the lower grades in 1950 and who wanted to get back into education. She didn't know the new math. Someone else wanted to go back to hospital work, doing the lab work she did in 1950. She didn't know that a machine now does the analyses she used to do. Still another just wanted a part-time office job. She had never used an electric typewriter or worked a copying machine."

CAN the part-timers find their way back to work? For those whose occupational sights are not too demanding, the prospects look good. More and more employers have come to see the married woman worker as an asset. She is interested in short hours, coffee breaks and a pleasant environment rather than in seniority, raises, and overtime. If she works less than thirty-five hours a week, Social Security taxes do not apply. "Married women on part-time are easy to hire, less of a responsibility when they have to be laid off, and they don't mind monotonous work so much," an employment agency executive (male) told me.

When it comes to full-time work for women, the picture is not so clear. As with the men, the demand is for specialized and trained work—teaching at all levels, social work, nursing, and managerial and professional skills. The trouble is that many of the returners do not want to make the full-time commitment to the long hours that these jobs demand. Then, too, they find—to their chagrin—that some of the professions that used to be reserved for women have begun to be invaded by men. In 1950 there were more female than male teachers in the secondary schools; the balance tips the other way now. In social work, men hold forty per cent of the jobs, double the proportion of ten years ago. Men are beginning to be interested in library work. And perhaps significantly, the Army recently commissioned its first male nurse.

FOR many women returners, in other words, the route to work is also going to lie along the educational route. Already colleges are beginning to feel the pressure of thirty-five- and forty-five-year-old students, belatedly finishing their educations, to get back into work at a satisfying level. To go back to school at this age may not be easy, but according to Mrs. Schwartz, who also heads a pioneer inter-college vocational workshop program, it pays. "To drift casually back into the labor force after a fifteen-year layoff," says Mrs. Schwartz, "is increasingly difficult except at the semiskilled level, where the economic risks are greatest and the rewards are least. As with the male labor market, the jobs are up toward the top. We have to teach the returner, young or not so young, that it is worth making the effort that can spell the difference between just a job and deeply satisfying work."

"The returning woman worker is a new complication in the labor market," says Seymour Wolfbein, Special Assistant to the Secretary of Labor and one of the top experts on the employment outlook. "But it's not the crux of the problem. The real challenge is in the kind of work we are going to find for the kids."

There are an awful lot of "kids" these days. The baby boom of the late 1940s has rampaged through the corridors of the elementary and high schools and is now shoving its way through the crowded classrooms of the colleges. Or rather, part of it is. The percentage of high school entrants who stick it out until college has been steadily rising, but it is still only one third. By 1975, for all the

*"Sometimes I think we know too much for our own good."*



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

premium on higher education, only half the high school entrants will make it into college.

What are the job prospects for the big two-thirds who do not go beyond high school? For half the group who will graduate from high school they are not bad. Looking ahead to 1975, the Department of Labor sees reasonable to good employment prospects in the main occupations into which high school youth will go. Clerical work, sales work, skilled work will not offer relatively as many new job opportunities as the technical and professional occupations, but they still show the promise of enough growth to take care of job applicants, provided the economy as a whole continues along its present course of rapid overall expansion.

BUT when we turn to the remaining young people—the ones who do not get through high school (or those who graduate without having really mastered the basic skills of reading or arithmetic—the situation can only be called catastrophic. During 1965 alone about a million young people dropped out of school. During the decade ahead, of the 26,000,000 new workers coming into the job market, some 7,500,000 will be looking for work with "10th grade" or "11th grade" or even "8th grade" circled on their application forms. For these would-be entrants into the world of work, the avenues are increasingly blocked.

"What is happening," says Eli Cohen, Executive Secretary of the National Committee on Employment of Youth, "is that many traditional 'entry' jobs are being eliminated. In the old days lots of relatively unschooled teen-agers got their first jobs as helpers, or sweepers, or just as an extra pair of strong arms around the shop. Then if they were any good they had a chance to learn a trade and to get taken on as an apprentice. But those jobs are more and more being knocked out by machinery. It's not the computer but the fork lift truck and the motorized conveyors and sweepers that have closed the entry jobs for youth.

"Then, to make matters worse, employers all over the country are upgrading their educational requirements—not because the actual jobs they are hiring beginners for are any more complicated, but just because with more young people competing for work employers see the high school diplomas as an easy screening device. You have to have a high school diploma to run a freight elevator or to carry packages these days."

What is happening to the boys who don't have the diplomas? They used to be able to fall back on the Army as a last resort, but that escape hatch, too, is being closed. Like every other organization, the Army is upgrading its requirements, partly because Army jobs *are* more technically demanding, and partly because the Army is wary of dropouts, having found that half the courts-martial of recent years have involved the undereducated soldier. (The manpower demands of Vietnam may, however, force the Army to accept the uneducated.)

*"No . . . I thought you asked him to take up a collection."*

Thus the prospect that stares the dropout in the face is no job at all—or if any job, a menial and dead-end one with no future, often in the service trades. Fifteen per cent of all teen-agers are unemployed today, and that situation is not going to improve over the coming decade. In fact it will get worse.

At the very bottom—and curiously enough, at the very top—of the job market today and over the next decade is Negro youth. Probably the most sought-after applicant on the campus these days is the Negro graduate in physics or chemistry, or failing that, just a Negro with a college degree. Howard University, for instance, has been turning away more recruiters than came to the college six years ago and still manages to find space for 50 per cent more than it used to see. All the big companies are wooing Negro talent, whether in electronics, merchandising, or manufacturing. Meanwhile, Negro women college graduates have virtually reached job equality with white college girls. In a commencement speech at Howard University, President Johnson claimed that the median income of Negro college women actually exceeded that of white college women.

But the percentage of Negro youth who make the grade into college is still microscopic, and the rate of high school dropouts is still very great. And then, to cap the picture, the discrimination that works against the hiring of Negro youth—both from unions and employers—is still very great. It is a shocking fact that whereas a white high school graduate has a three-to-one chance over a white high school dropout for getting a job, a Negro high school graduate has barely any edge at all.

STILL more depressing is the outlook for the future. Not only are Negroes crowded into the slowest-expanding occupations, but because their birthrates have been higher than white, the proportion of Negroes in the work force is bound to rise. That is why Labor Department officials worry about the "penetration" rate—the rate at which Negroes move out of their static jobs into the



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

faster-growing, but hitherto largely white, occupations. If the degree of penetration does not change from its present level, Negro unemployment is estimated to be *four times* that of white unemployment by 1975, and it may well reach a nationwide level of over 15 per cent—enough to spark a lot of explosions like the one at Watts. Even if Negro penetration continues to increase at the "rapid" rate of the past few years, the projection of Negro unemployment is likely to be at least double that of white unemployment. That would still be large enough to constitute a national disaster.

WHAT is the answer for these alarming projections at the bottom of the pyramid of jobs? One answer is implicit in the problem itself. If there is not enough room at the bottom of the employment roster, we will have to move people up toward the kinds of jobs that will be available. Hence one prong of the attack on the unemployment problem revolves around the training of young people to fill the tasks that society holds open. By the end of 1965 almost a third of a million young people were enrolled in the Job Corps or the Neighborhood Youth Corps or various Manpower Training Programs—working to become electricians, auto mechanics, maintenance men, cooks, retail sales clerks, and a dozen other things.

Will these programs succeed? It is still much too early to know. Some of the young persons involved will undoubtedly pick up a trade and move into the stable world of work; others—perhaps predominantly those from broken homes or from the vitiating "culture of poverty"—will undoubtedly find the transition too hard to make, particularly if the available jobs are dead-end or demeaning. Bayard Rustin, the civil rights leader, tells the fearful story of trying to interest restless young Negroes in work and discovering that many of them preferred the life of the streets, stealing, or selling "pot" (marijuana), or even pimping. Furthermore, given the *kind* of work available to them, it was hard not to sympathize with their decision.

How many of these young people, whose first fifteen years bear the acid scars of poverty, can now be rescued in their sixteenth or seventeenth year? If the answer is discouragingly low, as well it may be, the lesson is that the sixteenth year is much too late to begin to train people for the world of work. "The real aim of the training programs," says Eli Cohen, "should not be just to take potential trouble-makers off the streets. It is to help youth prepare for and find suitable work, and over and above that, to learn how to improve the education process itself, particularly for young people who start out with every social handicap imaginable. In the end the schools must do the job of training youth to find its place in the world. We need these "crash" programs now, but only as measures of immediate relief. In the long run we must restructure the education process to turn out young job seekers who have the basic skills the economy requires."

ANOTHER expert on the manpower problem would add another ingredient to the total program. "What about the young people who are not so readily educable?" asks Professor Eli Ginzberg of Columbia University, manpower consultant to three administrations. "Are we going to consign to the bottom of the employment heap everyone who doesn't fit into the school system?"

Ginzberg suggests that in addition to moving people up, we have to *make* jobs where people are—at the bottom of the job pyramid. "Young people need lifetime job careers in a whole range of public and nonprofit work that isn't so technically demanding," he points out. "Everyone keeps on saying that we need more policemen, more recreation helpers, more park workers, more hospital attendants, more people in pollution control. There is where work should be created for the otherwise hard-to-employ—and not just makeshift work, either. These are permanent and important needs of the community, and they should offer permanent and important jobs."

Can the challenge of the upside-down pyramid of jobs be met? Most experts think so. "The motto for the 1960s and the 1970s is 'Stay in School,'" says Seymour Wolfbein. "There are vast possibilities in increasing employment opportunities for Negroes and other underprivileged people that we have not yet tried to put into effect nearly hard enough," says Eli Cohen. "To employ everyone—at the top of the pyramid as well as at the bottom—will require a continuation of our recent very high rates of economic growth," cautions Professor Ginzberg, "but there is no reason why this growth could not be achieved if we make it a first priority of national importance."

And will we make it a first priority of national importance? Here is where everyone's crystal ball clouds over. In the end perhaps the answer depends, as much as on anything else, on whether the American public understands the changing challenge of the world of work. The pyramid of opportunities is slowly but irreversibly standing on its head. Now we must see whether the pyramid of educational achievement and training can match it or not. On the result will depend whether the decade ahead is one of unprecedented economic possibilities or one of equally unprecedented and bitter frustration.

# Your Literary I. Q.

*Conducted by John T. Winterich and David M. Glixon*

## HOUSING FOR ALL

In spite of our exploding population, Sister Mary Emmanuel of Gwynedd Valley, Pa., thinks that literature can provide a home for everyone. Below she lists several dwelling places with the names of their architects, and asks you to match them up. Blueprints on page 106.

| | |
|---|---|
| *The Castle of Indolence* ( ) | 1. Jane Austen |
| *The Castle of Otranto* ( ) | 2. John Kendrick Bangs |
| *Castle Rackrent* ( ) | 3. Philip Barry |
| *The Country House* ( ) | 4. Elizabeth Bowen |
| *Hotel Universe* ( ) | 5. Willa Cather |
| *The House by the Medlar Tree* ( ) | 6. Geoffrey Chaucer |
| *The House in Paris* ( ) | 7. Maria Edgeworth |
| *The House of Bernarda Alba* ( ) | 8. John Galsworthy |
| *The House of Fame* ( ) | 9. Federico García Lorca |
| *A House of Pomegranates* ( ) | 10. Robert Lowell |
| *The Houseboat on the Styx* ( ) | 11. Thomas Love Peacock |
| *Lord Weary's Castle* ( ) | 12. James Thomson |
| *Nightmare Abbey* ( ) | 13. Anthony Trollope |
| *Northanger Abbey* ( ) | 14. Giovanni Verga |
| *The Professor's House* ( ) | 15. Horace Walpole |
| *The Small House at Allington* ( ) | 16. Oscar Wilde |



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Plato's "Republic"

By KENNETH REXROTH

PLATO SAYS, in a letter now commonly accepted as genuine, that the shock of the execution of Socrates overturned his life. He left Athens. He visited the Pythagorean brotherhood in the Greek cities of Southern Italy. He became disillusioned as advisor to the contending despots of Syracuse. He returned to Athens and in middle life founded his school of philosophy, the Academy. *The Republic* was written close to this latter time. We can understand Plato's intention better if we think of it in this context.

First, *The Republic* is not a manual for practical politicians, like the *Politics* of Aristotle, or *The Prince* and *The Discourses* of Machiavelli. It was intended as a model in the mathematical sense, a Platonic Form of the Perfect State, which even an actualized state, as perfect as could be conceived, would resemble no more than a plate does the circle in Euclid. Second, *The Republic*, influenced by Greek medicine, attempts to define justice by situating the just man in the theoretically best possible society to enable his justice, his perfect health. Third, discussion of institutions in *The Republic* concentrates on the basic outlines of the education of its Guardians, that tiny minority of spiritual aristocrats, who are the state's only fully morally responsible citizens. The earliest critics pointed out that the community of *The Republic* is more school than state. So finally, we should think of the book as a founding manifesto or prospectus for Plato's Academy.

As a working blueprint for the framing of an actual constitution, *The Republic* is everything its enemies have called it—an open conspiracy of gentlemen pederasts; the prime source of pious justifications of totalitarianism; the humorless description of a garrison state of three castes—the commons permitted only to work and otherwise totally disregarded, the soldiers and policemen allowed nothing but their duties, and Guardians who spend their time studying geometry and astronomy. All amenities of life are banished along with the poets, and all play after childhood. Even the play of children is a trick, a method of teaching them to be content with their caste position. Surely Plato knew such a society would be utterly intolerable and could not endure a week.

Another aspect of the book reflects the tragedy of Plato's life. It is antithetical to the Socrates of the *Apology*. He could not have existed in any society, for instance Sparta, remotely like it. For Socrates conscience judging power was the meaning of philosophy. The four classic virtues are nurtured by conflicts and contradictions that arise from the daily encounter of continuous novelty. They are the fruit of the life course of Socrates's just man, who becomes self-controlled and self-motivating by learning to judge the myriad contending values of a metropolitan society. *The Republic* is anti-metropolitan. It seeks to restore the lost security of the static community by etherealizing the sanctions of the pre-civilized tribe.

FOR Plato, Socrates's death was a triumph of the unwise and vulgar over the wise in a society organized to insure that result. *The Republic* erects principles and axioms from which a society can be deduced, where the wise will always be insured against the unwise. Socrates spoke of his life as one long education. He defined education as we would do, as training of personality to absorb the greatest possible scope and intensity of meaning and value from experience. Life so lived is dangerous. *The Republic* is an nstitutional symbol of educative process, of the care of the soul, a charade of *paideia*, from which movement, novelty, development have been eliminated. Plato's Guardians suppress new values, changes of meaning, disturbing intensities, and preserve, above all else, an exalted security.

At the heart of *The Republic* is the flaw of the Socratic fallacy—if man truly knows the good, he must infallibly choose it. Those who know the good to the fullest human capacity are the Guardians, philosopher kings in whom wisdom and power coincide and who therefore cannot err. Again Plato surely knew he had reduced the theory of the just state to an impossibility. After long discussion in which he manages to include all the key notions of his philosophy in the construction of his model society, Plato, speaking as "Socrates," sees no mediation, no transition, possible between ideal and reality, and returns to the apolitical Socrates of the *Apology*. Philosophers are never likely to become kings. When they play with power, as Plato had at Syracuse, they betray themselves. They can only function as a school of renunciation, a sect apart, whose influence is proportionate to its powerlessness. Education can indeed mediate ideal and reality but in the Academy alone, the optimum environment where virtue is the health of that only truly just state which is within, like the Kingdom of God. At the end Plato psychologizes, internalizes, spiritualizes, his *Republic*. He puts it aside as a political model and offers it as the inspiration of a spiritual brotherhood.

Such has been its role in history. Where it has justified practice, it has etherealized and elevated to the ruling principle of the state the very vulgarity that killed Socrates. Where it has been used as a fiction, the most elaborate of Plato's myths, it has reinforced dedication, awakened vocations to leadership, and strengthened the morale of those modest and competent souls who are always in reality the guardians of society. It has inspired theories and practices of education. The nineteenth-century British public servant was taught at Eton an ethic derived from *The Republic*. The rule of St. Benedict and the constitution of the Bolshevik Party have both been influenced by it. Where it has been a guide to power—Calvin, Robespierre, Lenin, Mao—it has spawned monsters. Where it has been a metaphor of dedication for those who have sought, not power, but responsibility, it has been beneficent.

No English translation has ever conveyed the unsurpassed beauty of the Greek prose of *The Republic*. F. M. Cornford, H. D. P. Lee and W. H. D. Rouse do transmit the intellectual excitement of the discussions of Socrates and his friends. The best Platonic dialogues are truly dramatic, unique achievements in a never-repeated theater of the intellect. Of the older translations, Vaughan and Davies are more accurate and clear than Jowett. Paul Shorey, one of the great teachers of Plato, is unreadable. Cornford and Shorey have both written good introductory books. Extremes of the fascinating Plato-Socrates controversy are represented by A. E. Taylor's *Plato* and Hans Popper's *The Open Society and Its Enemies*. All these books are available in cheap editions.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Saturday Review

*Editor:* NORMAN COUSINS
*Publisher:* J. R. COMINSKY
*Associate Editors:* HARRISON SMITH, IRVING KOLODIN, HORACE SUTTON

*Associate Publisher*
W. D. PATTERSON

*Managing Editor*
RICHARD L. TOBIN

*Science Editor*
JOHN LEAR

*Poetry Editor*
JOHN CIARDI

*Education Editor*
PAUL WOODRING

*Production Manager*
PEARL S. SULLIVAN

*Book Review Editor*
ROCHELLE GIRSON

*General Editor*
HALLOWELL BOWSER

*Feature Editor*
JAMES F. FIXX

*Editors-at-Large*
CLEVELAND AMORY
HARRISON BROWN
JOHN MASON BROWN
FRANK G. JENNINGS
JOSEPH WOOD KRUTCH
T. S. MATTHEWS
WALTER MILLIS
ELMO ROPER
JOHN STEINBECK

*Contributing Editors*
HOLLIS ALPERT
ALICE DALGLIESH
HENRY HEWES
GRANVILLE HICKS
ARTHUR KNIGHT
KATHARINE KUH
MARTIN LEVIN
ROBERT LEWIS SHAYON
MARGARET R. WEISS
JOHN T. WINTERICH


## Of Bombs and Bruises

A BOMB dropped from the air contains no more destructive force than several high-explosive shells, and the effect on human flesh or property is the same. But there is a distinction between the two nonetheless, a distinction that is very much alive to those who have lived in a city or village bombed from the air. They can attest to a quality of horror in explosives raining out of the sky that is separate and unique and that hammers at the mind as does nothing else. There are many millions of such people today—in places all the way from London and Coventry and Amsterdam and Rotterdam and Hamburg and Berlin and Milan and Pilsen and Warsaw and Kiev and Moscow to Hankow and Canton and Tokyo and Hiroshima and Nagasaki and Seoul, and an uncounted number of towns and villages in between. All these people, to paraphrase Schweitzer, bear the mark of pain. They are bound together by scalding memories of huddling against black terror in the sky, their wrath as great as their fear.

We speak a language few people understand, therefore, if we say it makes little difference what weapons are used or how they are used once a war begins. There is a difference, a vital difference, and it is registered in the minds of people, which is where the world's basic energy for change and movement is generated.

There is yet another dimension to air bombing that needs to be fully known and felt. The context in which bombs are dropped on Vietnam is the military context. But the context in which Asians view the bombing is the historical context. They see the bombing against the background of more than a century of white Western gunpoint rule. They relate it to conquest and arbitrary law and injustice and special privilege. After the United States dropped atomic bombs on Hiroshima and Nagasaki, the main criticism expressed by Asians was not so much that a fiendish new weapon had been used against human beings but that we never would have used it against a white enemy. President Truman was astounded that Asians should hold such an interpretation. He said it never entered his mind to make distinctions among enemies. There is no doubt he spoke the truth; but this in itself has significance. Too often it doesn't enter our minds to consider what Asian peoples must inevitably think, given so many decades of association with white foreigners who assigned them an inferior role and then educated them to accept that inferiority. The idea that the life of a man with yellow or brown skin is worth as much as the life of a white man was not one of the articles of faith brought by the white man to Asia and Africa. It was something the Asians and Africans had to arrive at by themselves and it is now going into the greatest revolutionary upheaval in the history of the entire world. Asians have yet to free themselves from the idea that the white man holds Asian life cheaply. The current bombing is regarded as confirmation of that idea.

During the early days of the occupation in Japan, I was in a chauffeur-driven car belonging to a staff member of the British Embassy. We were driving through one of the small side streets just off the Ginza. A man on a bicycle suddenly materialized in front of our car. The chauffeur slammed on his brakes but it was too late; the car hit the back of the bicycle and sent the man flying. A large box of vegetables carried on the rear of the bicycle was scattered all over the street.

The injured Japanese lay still for a minute or two, then picked himself up. There was a small cut on the side of his face and a somewhat larger cut on the back of one hand. My English traveling companion ascertained that the Japanese did not consider himself badly hurt, gave him some money to cover the cost of the vegetables, and drove off. When I asked whether he ought not to take the man to a hospital to confirm that there were no serious injuries, and asked also whether the matter ought not to be reported to the police, my English friend said that the requirements of the situation had already been met. "These are astonishing chaps," he said. "They just pick themselves up and go on. They really don't bruise the way we do."

MY English companion was correct about one thing: He *had* met the "requirements" of the situation. And that was just what was wrong. If our car had hit a white man in Tokyo there would have been the most elaborate procedures, including full identification, a call for an ambulance, and the summoning of police. But the fact that it was a Japanese who was hit produced an entirely different order of response. And this is precisely the order of response that is now in the process of being contested. Americans will make no contact with reality in Asia and Africa until they have a searing awareness that nothing that happens in those lands happens as of today; everything that happens has a long and scarred history.

Our ordeal in Vietnam is not the last one. Throughout a large part of Southeast Asia and Africa revolutionary situations are nearing the point of eruption. We will spare ourselves a great deal of anguish if we are able to perceive what the world looks like through the eyes of people in those countries. It would help, too, if we just accepted it as a fact that all men are capable of feeling pain and bereavement, that no one is bruise-proof, and that the most fundamental form of persuasion is not political or ideological but moral. That is, the failure to accord a man full dignity is the calamitous failure. Conversely, the acceptance of that dignity is the precondition for any discourse or exchange. This is the primitive and ultimate test of our policy, in Asia or anywhere else. It is also the first evidence of relevance and achievement.

—N.C.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# LETTERS TO THE EDITOR

## International Cooperation

CONGRATULATIONS ON Alfred Balk's excellent review of the White House Conference on International Cooperation Year [*SR*, Jan. 22]. The summaries were good and the analysis was excellent.

I was extremely impressed and encouraged that a national magazine would devote considerable space to a topic like international cooperation. As Mr. Balk notes, the U.S. can devote more of its enormous wealth toward world development if it will. Before it wills to do this, however, it must realize the tremendous problems we will face twenty years hence if this aid is not forthcoming. The American public needs to be informed of the ideas that the White House conference set forth. Your coverage did much to provide this information, and from it we may find the will.

Yet ICY is over; for the popular press it may no longer be newsworthy. The American public may not hear much about international cooperation again in a concentrated dose. It is up to the President to take a leading role. Legislation must transform the ICY proposals into action, or for us in America ICY may have been useless. Will the President act even if the public never knows that ICY is anything more than three letters of the alphabet?

NICHOLAS ROBINSON.
Providence, R.I.

YOUR ICY ISSUE was one of the finest and most significant you have ever published.

L. B. BAUER.
Miami, Fla.

EDITOR'S NOTE: *We are grateful for the many generous comments on the ICY issue. There were, however, three serious omissions in SR's treatment of the conference: 1) We neglected to identify Vice President Humphrey as conference chairman; 2) the effective leadership of Raymond D. Nasher, executive director of the conference, should have been acknowledged; and 3) mention should have been made of the findings of the committee on urban development. SR regrets the omissions.*

THE REPORT by Alfred Balk on the ICY Conference failed to mention an important, if unscheduled, dimension. At a time when the U.S. was escalating the war in Vietnam, some of us invited to attend the White House conference wondered whether our attendance would appear to give our sanction to this policy, especially since the war was not an agenda item. Rather than refuse to attend, many decided that they would try to help the conference consider the Vietnamese war directly.

At the opening session Dr. Benjamin Spock asked where and how Vietnam could be discussed by participants, and he was assured by Joseph J. Sisco and Robert S. Benjamin that it could be raised by any of the participants wherever it was relevant. Subsequently it was raised so often that Dr. Joseph Johnson, the chairman of one of the panels, in his summary admitted that he felt that he had presided over a teach-in. . . .

The White House Conference reflected many important trends and made many significant official recommendations. It also reflected the deep uneasiness of many participants on what was, at least early in December, American policy on Vietnam.

HOMER A. JACK, Director,
Department of Social Responsibility,
Unitarian Universalist Association.
Boston, Mass.

*"But, Mr. Hill, I've already had a TV dinner."*

## Art in Israel

CONGRATULATIONS TO Katharine Kuh on her beautifully written article on art in Israel [*SR*, Jan. 29]. It is a masterpiece of sensitivity and fairness.

DR. JOSEPH GUTMANN,
Curator,
Hebrew Union College,
Jewish Institute of Religion.
Cincinnati, O.

HAVING VISITED Israel several times, I found myself reacting all over again and in a very new dimension because of Mrs. Kuh's wonderful insight into that history-filled spot. I am a complete novice in the world of art but she certainly gave me some insight into the potential for creativity in Israel.

One final comment: her last paragraph indicates her perplexity as to why "the Jewish religion . . . is so averse to sensuous visual experience." Actually, it is not. The synagogue for hundreds of years has been more than a place to worship. It has also been a place for study and assembly so that the devotional aspect has not been primary. In these later years, when there is a tendency to separate functions, I believe the synagogue will increasingly emphasize the beauty of setting so that the emotional as well as the rational will be involved. A few tentative efforts to try to create handsomer structures are now being attempted, but mostly in this country. It is significant that many of these have not been designed by Jewish architects—as, for example, our own building, which was conceived by Walter Gropius.

RABBI ABRAHAM D. SHAW,
Temple Oheb Shalom.
Baltimore, Md.

## The Plight of the Theater

I READ with great interest the article by Henry Hewes "Broadway Gets The Green Light" [*SR*, Jan. 22].

Mr. Hewes clearly points out the major deterrents to a sensible ticket-pricing system beneficial to the industry and patrons alike.

The New York State Theatrical Syndication Financing Act, enacted on my recommendation by the New York Legislature in 1964, had an immediate salutary effect. It put the New York theater on a more businesslike basis and assured investors for the first time that they will receive accurate accountings of their funds.

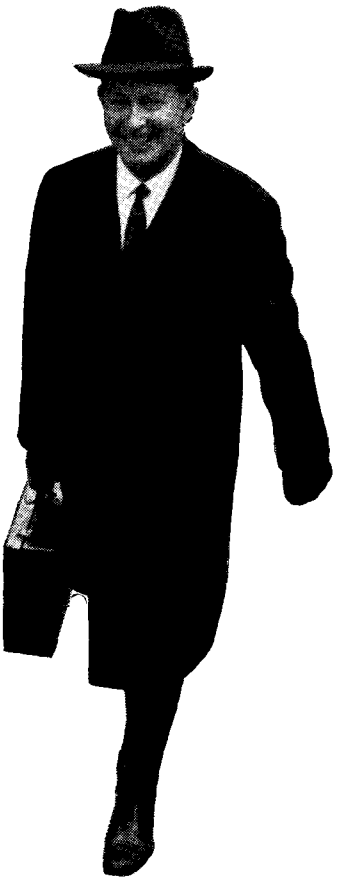
Another bill passed on my recommendation makes it a crime for anyone in the box office to accept or receive any money in excess of the established box-office price, plus tax, from the public or ticket brokers.

These measures, and the increasing awareness of the theater of its responsibility to the public, can help to eliminate some of the old problems related to theatrical financing and ticket distribution. The article by Mr. Hewes will do much to make the public as well as the theatrical industry more conscious of these responsibilities.

LOUIS J. LEFKOWITZ,
Attorney General,
State of New York.
Albany, N.Y.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# A peripatetic scientist in search of good teaching

PAUL F. BRANDWEIN, who is variously and concurrently a scientist, teacher, author, and consultant to schools, has traveled 800,000 miles in the last ten years, more than thirty-three times the circumference of the earth. Speaking with teachers and scientists—and teaching children—he has visited every state in the union and exchanged views with teachers in Canada, England, France, and Italy. Everywhere, he was concerned with this question:

***How will a child cope with scientific information which is increasing at the staggering rate of about 65,000 words every minute, material that every day could fill eleven sets of a thirty-volume encyclopedia?***

As early as 1946, Dr. Brandwein conceived of certain patterns in teaching science. He was seeking to provide children with a *learning structure* that would help them organize a vast amount of information. Over the years, similar patterns had evolved in the work of a number of other scholars, and by 1955, Dr. Brandwein and Harcourt, Brace & World were ready to create an elementary school science program.

Soon afterward, Elizabeth K. Cooper, Paul E. Blackwood, and Elizabeth B. Hone—all experienced teachers, researchers, and writers—joined Dr. Brandwein and a group of consulting scientists. The writing began.

Experimental materials were studied in schools at Leonardtown, Maryland; Atlanta, Georgia; Cincinnati, Ohio; Louisville, Kentucky; and El Paso, Texas. Revisions were made on the basis of teacher recommendations following these studies. The program was tested in 1964-65 in the Nova School at Fort Lauderdale, Florida.

The written result of this ten-year effort is the publication in 1966 of the CONCEPTS IN SCIENCE program for grades 1 through 6. The content of the CONCEPTS IN SCIENCE program is structured by concepts—the orderly explanations that are basic to learning science. Into this conceptual framework children can fit the observations—the events and circumstances—that make up their environment in the modern world.

This elementary school science program ensures the active involvement of children in the learning act, not only because it is investigational in method, but also because it is the only program that has a set of correlated CLASSROOM LABORATORIES that make it possible to convert each classroom into a laboratory.

Now Dr. Brandwein's journey, for the present, is done. CONCEPTS IN SCIENCE is published and will begin its own journey amongst the 25,000 school systems of the United States.

*Additional information about the* CONCEPTS IN SCIENCE *program as well as the* CLASSROOM LABORATORIES *may be obtained by writing Dr. Ernest Hilton, Editor-in-Chief, School Department, Harcourt, Brace & World, Inc., 757 Third Avenue, New York 10017.*

**HARCOURT, BRACE & WORLD, INC.**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Books



LITERARY HORIZONS


26 *SR*'s Check List of the Week's New Books

37 Literary Horizons: Granville Hicks reviews "The Beginners," by Dan Jacobson

38 Letters to the Book Review Editor

39 The Publishing Scene, by David Dempsey

40 The Three Lives of Charles de Gaulle, by David Schoenbrun; De Gaulle, by François Mauriac

42 A Quarterly Consideration of New Poetry, by Robert D. Spector

45 Poets on Poetry, edited by Howard Nemerov

46 Books for Young People, by Alice Dalgliesh

48 Silence, by Yuri Bondaryev

49 Chekhov Stories 1895-1897; Chekhov and His Prose, by Thomas Winner


## No End to Beginnings

DAN JACOBSON, who was born in South Africa thirty-six years ago, has lived in England since 1954 except for two prolonged visits to the United States. *The Beginners* (Macmillan, $6.95) is his fifth novel and eighth book. The first novel of his I read was *The Price of Diamonds* (1958), an amusing and pointed tale about Jews in South Africa. After that there was *The Zulu and the Zeide*, a collection of short stories, some of them very good indeed, and then *Evidence of Love*, the story of a mixed marriage, both bold and compassionate, subtle and forthright. A short book, *No Further West*, in which Jacobson describes some of his experiences while living in California, is one of the best accounts of contemporary American life as seen by a foreigner that I know.

I have had a feeling all along that some day Jacobson would write a "big" novel, big in scope. Some fiction writers do better with small canvases, and that's fine, but others need room to move around in. The diversity of Jacobson's experiences has seemed to demand the development of a large and complicated pattern. This is what he has worked out in *The Beginners*, which portrays several generations in several countries.

The novel opens with Avrom Glickman, the founding father, so to speak, but a strange sort of patriarch. Avrom migrated to Johannesburg with his two sons, Meyer and Benjamin. He has been consistently unlucky in affairs of business, but the sons have worked hard and been frugal, and at last they have saved enough money to send the old man to Lithuania, to bring back his wife and two younger children to South Africa. Somewhere in Europe he encounters a young Jewish woman with three children who has lost all her money and her tickets to America. Although he tries to struggle against it, pity overcomes him, and he gives the woman the money Meyer and Benjamin have saved. For a time he is exalted by his romantic gesture, but his wife feels differently about it. This little prologue, beautifully told, gives us the character of Avrom, the strange blending of true generosity with sentimental self-indulgence. None of the other characters in the book is made like Avrom, but we come to see the mixed motives out of which they act.

The matriarch of the family is not Avrom's wife but his daughter-in-law, Sarah Tolman, who went to South Africa to live with distant relatives after the death of her father, a rabbi. Having been disappointed in love, she unromantically marries Benjamin Glickman and gives him three children—Joel, Rachel, and David—whose affairs occupy a good part of the book.

Joel returns from the war in 1945, having spent two years in the army, part of the time in Italy. Through his eyes and those of his siblings and friends, we look at the Jewish community in South Africa immediately after the war. The Glickmans are not believers, but, like Jews everywhere, they have been shocked into a new consciousness of their Jewishness by the Nazi massacres, and they are intensely concerned with what is going on in Palestine. They are aware of the racial injustice in South Africa, but feel helpless against the power of the Afrikaners. The world-wide confusion of the postwar years seems particularly acute in the tension-filled city of Johannesburg.

Joel, like so many young men we have read about, is unhappy because he cannot commit himself to anything. "I don't know what it is," Joel tells the girl he is courting, Pamela Curtis. "I don't even know the words to describe it. It's as though I can't *do* anything, I can't give myself to anything, identify myself with anything. Anything at all. I don't know what's the matter with me." When he looks at his friends and what they are doing, he tells her, "it all seems so mean and pointless, it's all on such a petty, trivial scale, it drives me mad." "And that's not the worst of it," he goes on. "The worst is that I simply can't imagine anything being on any other scale. Do you know what I mean? And this is where I fall out with the politicals, the radicals and Communists at any rate." Religion seems to him the only answer, but, "I'm even more incapable of believing in God than I am of walking on my hands across the Kalahari."

Since Pamela has no sympathy with what she regards as his self-pity, they separate, he to continue his search for a faith. That search takes him to Israel, where he finds a kind of contentment in the arduous routine but does not find faith. Meanwhile we have watched other seekers—radicals of several varieties, writers and would-be writers, and converts to the worship of the bitch goddess. Later, as the scene shifts to England, there are the same kinds of seekers, behaving even more frantically. By way of contrast, there is Joel's cousin Yitzchak, who managed to survive the horrors of the war years in Eastern Europe. After all he has suffered, Joel feels,



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Yitzchak must have some special insight into the meaning of life, but all he seems to want is a trade, a wife, and a place to live.

Joel's rebellious younger brother David does, surprisingly, have a religious experience, but not Joel. There are satisfactions in his life by the time the story ends, particularly his children; but his crises of doubt have recurred and, we know, may recur again. If he has won a victory, he will nevertheless have to go on fighting.

In one of his attempts to state what a novel is and what it does, E. M. Forster says that at the least the novel must bounce the reader into a sense of life. That *The Beginners* does. The cast is large, and not every character can be fully developed, but each one is alive, even if he is on stage for only a few minutes. One also has a strong sense of the vitality of groups of people, whether they are gathered for a family conference or are watching a political demonstration. These people live, and they live in our times, the troubled years since World War II. They are truly beginners, whether they are immigrants to South Africa or descendants of those pioneers, searching for a new life in Israel or England or America. Jacobson lets his novel sprawl a little, but it is hard to do anything else when one works on so ambitious a scale. And he always comes back to Joel, the emotionally and intellectually displaced person of our age, a man who is destined to begin again and again.

—Granville Hicks.

**FRASER YOUNG'S LITERARY CRYPT No. 1176**

*A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1176 will be found in the next issue.*

GNDK XUW NYMD HUB YK DVD-

QNYKB IX BND NEKJ VDH, YKJ ND

EL BPXEKH BU PWK YGYX, EB'L

IDLB BU VDB NEO PWK.

—YIPYNYO VEKTUVK

---

***Answer to Literary Crypt No. 1175***

*The history of the world is the record of a man in quest of his daily bread and butter.* —H. W. Van Loon.

# LETTERS TO THE Book Review Editor

## Fifty Years' Astonishment

I am astonished that Claire R. Reis is astonished that Emile Capouya said not a word about the translation by Richard Franko Goldman of *The Mandarin and Other Stories*, by Eça de Queiroz, in his review of that volume [Letters to the Book Review Editor, *SR*, Jan. 22].

In an experience with translators, translations and reviews that now stretches beyond half a century I have never ceased to be astonished by what Mrs. Reis complains about. A publisher who takes a great deal of trouble over translations even to the extent of having them meticulously edited and sometimes all but rewritten at his expense (after he has paid the translator) usually reads the reviews of such a volume with the feeling that he might as well have saved his time and money and published the English version exactly as it was first submitted to him. But then we have published many a book written in abominable English by an American without having a single reviewer reflect unfavorably on the author's prose. Indeed I can think of many instances where a reviewer went out of his way to *praise* the prose style of such a book.

I write this letter only because I feel very strongly that publishers would stand to gain, and so would their editors, if reviewers made a systematic attempt to praise good translations and condemn bad ones.

Alfred A. Knopf.

New York, N.Y.

## No Paranoiac

I would like to draw your attention to the recently published book by the Duchess of Brunswick, mother of Queen Frederika of Greece, grandmother of the present King Konstantine of Greece, and only daughter of the Kaiser, *Ein Leben als Tochter des Kaisers* (Goettinger Verlaganstalt, Goettingen-Hannover), which throws a great light on the more than merely dubious personality of von Bülow and which explains the "poor Chancellor Bülow [who] was victimized by a paranoiac" (to quote J. H. Plumb in his review of *The Proud Tower* [*SR*, Jan. 15] as a very different personality. What renders my aunt's description so interesting and valuable is the fact that she was an eyewitness to the entire episode and this in itself seems quite a feast to consider.

Furthermore, even the wildly "contra" Kaiser book of Count Schwering, *The Berlin Court Under Wilhelm II*, [states], "William II in spite of his defects is essentially a gentleman. He said nothing, and disdained to exculpate himself, or even to allow the world to guess that his was not the blame. . . ." This observation . . . does not paint the picture of a paranoiac.

Everybody has a right to his or her opinion; however, oversimplification when applied to complex characters, tinged with sensationalism and a hilarious attitude towards events which took place in a time when my grandfather was able to create twenty years of peace for Germany, is something which should be brought to light as standing against a more detailed background of human emotions!

*Short-cuts to character-explanations are a dangerous thing to attempt.* . . . To quote the Kaiser himself, since no other man but himself should thus have the right to clarify the picture of his very personal "inner man": "Who am I, that you thank me? [I am] only a miserable human being, who tries to become a good instrument for the Lord in Heaven. It follows from this that one doesn't want to understand the human being, that one can't understand him or doesn't want to understand him and that one therefore endeavors to make his life as miserable as possible, because his life is altogether different and because it wants altogether different things, than those which can be classified as 'traditional' and 'usual' things. . . ."

. . . Finally, while describing the Eulenburg scandal, Count von Schwering quotes the Emperor as saying: . . . "I am quite aware that it will cause a terrible scandal when it is found out that a prosecution is coming on; but isn't this scandal preferable to the one which would surely arise were the people to say or think that I had been afraid to have a trial because I had shared his guilt—as they would be sure to do?". . .

Victoria-Marina,
Princess of Prussia.

Washington, D.C.

## New Art Form or Ballyhoo?

There seems little doubt that Truman Capote has done a superb job of reporting and writing with *In Cold Blood* [*SR*, Jan. 22]. . . .

However, I seriously doubt that he has created any new art form. His so-called "nonfiction novel" sounds very much like something created to publicize the book—which, if so, wasn't necessary. Many other fine writers have done similar things, among them Kenneth Roberts, Irving Stone, Walter Lord, A.B. Guthrie, Jr., Stewart Holbook, and Ernest Haycox . . .

Ellis Lucia.

Portland, Ore.

## How About Hobbit-Warrens?

Are any clubs (hobbit-warrens) under way to seriously delve into the facts and customs of the fascinating world of Tolkien's *Fellowship of the Ring*? If the Baker Street Irregulars can do it, why not the Hobbiton Fanciers? It would be nice to hear from interested parties.

Frank G. Skillman.

San Francisco, Calif.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Xerox: A New String to the Bow

LAST September, in connection with the one hundredth anniversary of *Alice's Adventures Underground,* University Microfilms of Ann Arbor, Michigan, brought out a facsimile edition of Lewis Carroll's original manuscript. A sparkling 50,000 copies have been sold to date, largely on the basis of novelty and the happy fact that Carroll (Dodgson) possessed a very readable hand. In a sense, the project was a trial balloon: if it worked, there were more books where that one came from, namely, the public domain. Also, presumably, there was a backlog of readers.

This month University Microfilms enters the highly competitive but potentially rewarding $130,000,000-a-year children's book market on a regular basis. However, this is being done with a difference. Its Legacy Books will be issued in sets of ten titles only (boxed), at intervals of four times a year, to be sold exclusively by mail primarily to libraries and schools. Oh, yes; there is another slight difference: University Microfilms—as unlikely a name for a children's book publisher as we've come across in some time—is owned by the Xerox Corporation.

Xerox's penetration of the publishing business began four years ago when it bought out one of its biggest customers for xerographic equipment. University Microfilms was a uniquely successful operation founded by Eugene B. Power in 1938 to provide a central archive for scholarly dissertations. (Considering this, there is a kind of macabre irony in the fact that the firm's original offices were located in the back room of an undertaking parlor.) Graduate students, instead of having to pay upwards of $500 for inkprint copies of their work, simply had the manuscript microfilmed; this in turn could be photocopied and enlarged for about $100.

Originally, these miniaturized dissertations were stored, and could only be read—unless you had the $100 for a photocopy—through a projector, a method that promised to solve the problem of what to do with the steadily increasing flow of doctoral matter: put it on film and get it out of the way. This halcyon interlude was short-lived. Eight years ago the development of Xerox Copyflo printing permitted reproduction of enlarged copies directly from the film for a cost of about three-and-one-half cents a page. Now bound copies are beginning to fill up the shelves again. With some 140 graduate schools using U-M's publishing service, the company prints upwards of 800 new titles each month, and listings in its cumulative *Dissertation Abstracts* now exceed 70,000.

When Xerox took over University Microfilms it also fell heir to a kind of Fort Knox of literary treasures assembled by Power during World War II when, with the aid of a Rockefeller grant, he took a crew to London and microfilmed rare British documents, Shakespeare folios, incunabula, and anything else that would be irreplaceable if destroyed by bombs. They weren't, of course, and today Great Britain still has the originals while we have the facsimiles, although these latter have assumed an enormous value of their own. The core of this collection consists of some 30,000 books – about ten million pages—printed in the British Isles between 1475 and 1700; later material has been added, including *Alice.* (Needless to say, the company has long since moved out of the funeral parlor.)

In 1939, U-M began filming both backfiles and current editions of periodicals—1,800 newspapers and magazines are currently handled—but it wasn't until 1958 that Power began his "one on demand" editions, which made it possible to order a single copy of any book in the vaults for about $10. In addition to the Early English collection, the company has patiently assembled a mammoth stock of Americana, in two sections—periodicals of the eighteenth and nineteenth centuries; and American Culture. This latter is further subdivided into Culture I (about 70,000 pages of scarce items published before 1800) and Culture II, which embodies 6,000 books on American civilization up to 1876, and a bibliographical guide to go with them. These are, of course, of inestimable value to researchers, scholars, and Civil War buffs, and can be run off, a copy or two at a time, as arguments come up and need to be settled.

Powers points out that "in effect . . . book publishing has come full circle—from the manuscript book, to the small edition of the early printing press, to the large edition of the modern printing presses, to the smaller edition of ordinary offset printing techniques, and back once again to the single copy produced on demand."

U-M has established working arrangements with 120 American publishers, who send a copy of each new book published to Ann Arbor with the assurance that, technically speaking, it will never go out of print. The whole field of micropublishing has grown rapidly in the last few years, and at last count forty-two such companies were listed in the au-

*"No wonder you're tired, poor dear, making all those mountains out of all those molehills all day."*



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

thoritative *Literary Market Place*. Most of these are small and specialized (what, by the way, is the Lost Cause Press, of Louisville, Ky.?), but Bell & Howells now has a sizable Micro Photo division, which offers rarities in fifteen different languages. University Microfilms remains far and away the largest of the new breed, with branch affiliates in London and Tokyo to exploit the thriving world-wide commerce in scholarship. This was the package that Xerox took over in 1962, as part of a diversification move that wasn't too diverse.

THE second plunge into publishing came last year when the company bought American Education Publications, Inc., from Wesleyan University in Middletown, Conn., for $52,000,000. As publishers of widely distributed classroom materials (*Our Weekly Reader* goes to several hundred thousand grade school pupils throughout the country) this acquisition gave Xerox a strong entry into the school market, a real growth industry that constitutes the foundation, if not the glamour, of publishing's prosperity today. Now, with Legacy Books, Xerox is all the way in.

The decision was based in large part on the knowledge that 60 per cent of the elementary schools in this country have no libraries, and 84 per cent have no librarians. Legacy Books proposes, quite simply, to make it easy for these schools to build a basic library of children's classics by acquiring forty preselected books each year at a total cost of $158. Incidentally, the books won't be Xerox copies, if this worries you. The idea is to find the most attractive edition of a given classic, reproduce it by conventional offset, and then combine it with the best illustrations obtainable, possibly from a different edition. Editor George Hornby and his crew went through 8,000 titles at the Library of Congress in what must have been the biggest literary logging expedition of modern times. The first ten, due this month, include *The Adventures of Pinocchio, Wild Animals I Have Known, Alice in Wonderland* (nonfacsimile), and *Aesop's Fables*.

The question is whether this time Xerox is copying the right models. A hefty percentage of the titles Mr. Hornby culled from the card catalogue are out of print simply because there is no demand for them. Elementary school pupils are more sophisticated than they used to be, and the big money in children's books today is in supplying an informational product rather than a literary experience. Xerox is embarking on a brave course in trying to reverse the trend; if it succeeds, the company will have proved that the public domain can still be an eminent one. Even at $39.50 a throwback. —DAVID DEMPSEY.

# Two Sides of a Miracle

***The Three Lives of Charles de Gaulle,*** *by David Schoenbrun (Atheneum. 373 pp. $6.95), and* ***De Gaulle,*** *by François Mauriac, translated from the French by Richard Howard (Doubleday. 229 pp. $4.50), in turn criticize the foreign policy pursued by the General and see in it one of the greatest anti-war factors in the world today. Alexander Werth, author of "France 1940-55" and "The de Gaulle Revolution," is a leading British authority on contemporary France. His "De Gaulle" will be published later this spring by Simon & Schuster.*

By ALEXANDER WERTH

"HE [de Gaulle]," says David Schoenbrun in his stimulating and controversial book on the General, "came to power as the result of a coup d'état engineered and executed mainly by extremists and retrograde forces. He overcame them, but, as he himself once admitted to this writer, 'If one walks through mud, one cannot but be stained.'" The words "he overcame them" make ironical reading now that Paris and the whole of France is seething with excitement, anger, and *Schadenfreude* over the Ben Barka affair, the biggest and perhaps most régime-shaking scandal since the Affaire Stavisky of 1934, which shattered the foundations of the Third Republic. Numerous politicians and even cabinet ministers were then found to be in the pay of a notorious crook, and this produced a nation-wide outburst of anti-parliamentary feeling. Stavisky was found shot—"suicided"—in circumstances ominously reminiscent of the "suicide" of the sinister Figon, who was found dead on January 10, just as the police had at last firmly been instructed to arrest him. It is quite clear that, had he lived, Figon could have told all sorts of things about the kidnapping of the Moroccan opposition leader. Stavisky also knew too much. Both were better dead than alive.

For years General de Gaulle has been pouring scorn on the "régime of the parties"—meaning the Third and the Fourth Republic—for their lack of dignity and their want of stability. In the Fifth Republic President de Gaulle holds

—*Pictorial Parade.*

**President Charles de Gaulle—nearly 100 per cent admiration.**

a position different from that held by anybody before. M. Mauriac quotes his words:

> It must be understood that the indivisible authority of the State is entirely entrusted to the President. . . . There is no other power—neither ministerial, nor civil, nor military, nor judiciary—that is not conferred and maintained by him . . . it is his responsibility to co-ordinate his own supreme power with the powers whose direction he assigns to others.

True, he adds to this that, in ordinary times, the Prime Minister also has a function and a field of action of his own. But the above quote clearly implies that the President wields supreme authority and therefore assumes an immense responsibility for "the proper functioning of the institutions" of the Fifth Republic. In the presidential election in December, 55 per cent voted for de Gaulle and 45 against him; but of one thing we may be sure: personally he was respected and admired by very nearly 100 per cent of the French people. He was, like Churchill, a monumental national figure of immense dignity, and seemed totally invulnerable.

Many of those who voted against him did so because he was growing very old,



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

and because his possible "Gaullist" successors did not inspire much confidence. And then, no sooner had de Gaulle started on his second seven-year term than the storm broke. It was suddenly discovered that the "mud" through which de Gaulle had waded on his way to power in 1958 was still there; and much of it was very, very close to the steps of the throne. Why had M. Roger Frey, his Minister of the Interior, announced shortly after the kidnapping of Ben Barka on October 29 that the French police had nothing to do with the affair when, in reality, two high police officials, nominally under his orders, had personally carried out the arrest? Why? Why? Why? One could ask dozens of other questions, including this one: Many people in de Gaulle's immediate entourage knew all about the kidnapping almost from the start, and, if de Gaulle was not told everything, he was told something; therefore, why did neither he nor anybody else say anything until after the presidential election was safely over?

Roger Frey was one of the men who, by the most dubious tricks, had helped in Algiers in May 1958 to bring de Gaulle back to power; yet he had now been for years head of the police in France, and the police—or, rather, the various police services, including the unofficial "parallel" police—showed how much "mud" there was still around.

The scandal may not cause de Gaulle to throw in the sponge (as he did, for less valid reasons, in 1946), but the future of the Fifth Republic looks very dim indeed at the moment. What has the eighty-year-old Mauriac, with his almost religious devotion to de Gaulle, to say about it? For a long time he kept silent; and then in the *Figaro Littéraire* of January 27 his frantic defense of de Gaulle characteristically amounted to this: without going into the endless complexities of the Ben Barka case, Mauriac claims that it was, above all, the CIA which was responsible for what happened. They killed two birds with one stone: they deprived the Third World of Ben Barka, and they struck a terrible blow at de Gaulle. "If the American secret services are innocent in this affair, then the Devil himself must have acted on their behalf." Mauriac's distress is understandable; no man could have been more hurt than he by what has happened.

His book is one continuous hymn of praise of de Gaulle. As a fervent Catholic he sees the hand of God in the de Gaulle Miracle. Had the young lieutenant of 1916 been killed, and not merely wounded, at Douaumont, he argues, the whole history of France would have taken a different turn. To this day, he thinks, France would have continued to be a satellite of the United States, instead of being the gloriously independent country that she is. Mauriac's enthusiasm is, however, limited to the person of de Gaulle. His argument is that de Gaulle has changed France, by giving her new institutions, but that he has not changed the French. He wishes that a more Christian (or rather clerical) character had been given to the new régime; he even regrets that the religious virtues cultivated among the young under the (otherwise wicked) Vichy régime were not given a new stimulus. As a result, he says, "it is as if, for de Gaulle, there were no relation between the France he is restoring to her true place among the nations, and the French, especially French youth, abandoned from adolescence to all the basest stimulation of sexuality and violence."

He might, instead, have said that the real immorality is to be found not so much among the young as amongst some of those constituting the new institutions de Gaulle has set up. It is these people inside the government machinery, rather than the immoral schoolboys of France, who seem to justify the pessimism Mauriac betrays towards the end of the book about the probably ephemeral nature of both de Gaulle's basically antiparliamentary republic and his proud and independent foreign policy—a policy which, in Mauriac's view, is one of the greatest anti-war factors in the troubled world of today.

IF Mauriac admires de Gaulle's foreign policy, Mr. Schoenbrun does not. Although he had the reputation some years ago of being the most pro-Gaullist American correspondent in Paris, the third of the three "lives" (unlike the first two, dealing with The Soldier and The Savior) is critical of de Gaulle. In a sharp attack he condemns de Gaulle's foreign policy as not only deliberately offensive to the United States (Roosevelt's unwarranted hostility to de Gaulle may have had much to do with it), but also unrealistic and incoherent. The real explanation of de Gaulle's anti-American policy, he argues, goes back to Eisenhower's rejection of de Gaulle's original letter of September 1958 demanding that France be included in the Western three-power directorate for global strategy. In the process Mr. Schoenbrun quotes a long conversation with President Eisenhower himself, who said: "I just couldn't go along with this plan for joint global strategy . . . with France's veto on our strategic air power."

After quoting de Gaulle's boast in April 1965 that France's hands were now free—a fact that upset the old Yalta balance "limited to two partners"—Mr. Schoenbrun says:

> The contradiction is apparent between the denunciation of the Yalta "division of the world" and his own proposal to Eisenhower that a Western directorate be created. . . . The Western directorate that he wanted would serve to deepen the division of the world he now denounced.

Mr. Schoenbrun is equally severe in dealing with de Gaulle's European policy. By insisting that Europe must be an old coalition of nation-states, and not a United States of Europe, as advocated by Jean Monnet, de Gaulle missed his one chance of making Europe "a coherent force that can play the power role in the world envisioned in de Gaulle's 'vast plan.'" Here we are, of course, on highly controversial ground, and Mr. Schoenbrun perhaps underrates de Gaulle's innate distrust of Germany, a distrust that has perceptibly grown since his abortive flirtation with Adenauer. Mr. Schoenbrun, on the other hand, admires the decolonization work de Gaulle has done in Algeria and Africa generally, though he thinks that here, too, de Gaulle is building on sand. "If there is ever a third force, it will be African and Asian, and its champion will not be a white European Catholic nationalist."

I AM sure M. Mauriac must have found this third part of the Schoenbrun book more than distressing. For it tends to blow all the old gentleman's illusions sky-high. Only, is Mauriac quite as wrong as all that—for instance, about Vietnam? Anyone wanting a wholly balanced view of de Gaulle should read both books. True, they will find nothing in either about the Ben Barka case, except for this suggestive phrase in Schoenbrun: "There never was a France like the Madonna that Charles de Gaulle worships in the fresco of his imagination."

—*Pictorial Parade.*

**". . . not only deliberately offensive to the United States . . . , but also unrealistic and incoherent."**



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Other Voices, Other Rhythms

By ROBERT D. SPECTOR, *professor of English at Long Island University in New York.*

EACH quarterly review uncomfortably reminds me of my numerous human frailties. To choose among some seventy-five books requires Solomon's wisdom; to evaluate a host of translations demands Edmund Wilson's multilingualism, and to move boldly through time and space cries out for a literary Buck Rogers. All that I have is gall, a professor's air of self-confidence born in the lecture hall. Fortunately for both my psyche and my work, this allows me to have strong opinions only occasionally disturbed by qualms of doubt.

Translations of Russian poetry, I confess, arouse my greatest uneasiness. Herbert Marshall's *Mayakovsky* (Hill & Wang, $10) is a handsome volume that includes valuable biographical, autobiographical, bibliographical, and critical material, along with a large selection of verse by the prophet of Futurism and tragic "troubadour of the Revolution." But it does not satisfy me. The English versions of the poems—too frequently mechanical, too often blatantly propagandistic—seem less impressive than George Reavey's earlier translations, though I am unequipped to assign final responsibility to either translator or poet.

With Mikhail Lermontov's *The Demon and Other Poems,* translated by E. M. Kayden (Antioch Press, $4.50), I feel on safer ground. To be sure, I am unable to assess its fidelity to the original, or support my view that, contrary to Mr. Kayden's opinion, Lermontov's development from Romantic to Realist seems dubious. What I am certain of is the powerful lyric quality of his poems even in translation and his relationship to such English contemporaries as Byron and Tom Moore. Lermontov's medievalism, supernaturalism, and Byronism, his frustrations, conflicts, desires, and language recall the best of the English Romantics.

Finally, in this group, comes Donald Davie's *The Poems of Doctor Zhivago* (Barnes & Noble, $5). Through his translations and extensive commentary Davie attempts to demonstrate the existence of Zhivago as a character independent of Pasternak, and the poetry as an inseparable part of Zhivago's experience. Davie renders the poems into effective English and makes a convincing argument for his thesis.

That Eastern poetry has never posed problems for me may be attributed to my abysmal ignorance; traditional courses in world literature manage to annihilate an entire area of the earth. My unfamiliarity with the conventions intrudes upon my appreciation of *Modern Hindi Poetry* (Indiana University Press, $4.95). Although the introduction removes some of the obstacles, the "trans-creations" provided by modern American poets remain alien, their sole value being the suggestion that the new generation of Indian poets concerns itself with a reality far removed from the mysticism of Tagore or the essentially religious *Kavitavali* (translated by Raymond Allchin, Barnes, $6), by Tulsi Das, whose Hindi version of the *Ramayana* has been published in several English translations. Unfortunately, I find that even the work of the six poets from Pakistan contained in *First Voices* (Oxford University Press, $3.20), although written in English, sound to me like translations.

WITH three classic translations from Latin and Greek I am at ease. It no longer matters whether Pope's *Iliad* or Dryden's *Aeneid* (Macmillan, $7.95 each) render unto Homer and Vergil the things that are theirs. The English poets used their art to create the great epics of their own age. In the same way, Arthur Golding's *Ovid's Metamorphoses* (Macmillan, $7.95) has led its own life ever since the sixteenth century. To debate its fidelity to Ovid now seems academic; as a version of the original it continues to please, and to my eye only Rolfe Humphries's translation seems superior and likely to be more engaging for a modern audience. All three volumes which are part of Macmillan's "Classics of Greece and Rome" series, come equipped with substantial scholarly introductions and reliable notes.

Turning to American poetry—selections, collections, and reprints—I have strong opinions. I should like to see, for example, greater critical interest in Edwin Arlington Robinson. Yet I believe that neither the late Morton Zabel's judicious selection from Robinson's massive output nor the shrewd comments of James Dickey's introduction to *Selected Poems of Edwin Arlington Robinson* (Macmillan, $5) can make fashionable a style and manner that in our climate seem like poetry from another planet. Too bad, for Robinson's melancholy, ironic voice really speaks to modern alienation, loneliness, and frustration. There seems small chance of revival for his Arthurian trilogy and other long narrative poems (not included here); for the rest, the absence of poetic imagery and the superficial garrulousness seem insuperable obstacles.

Not so with Ralph Waldo Emerson. His poetry, particularly the gnomic verses so reminiscent of Emily Dickinson's, should have great modern appeal. Sadly, neither J. Donald Adams's un-

*"You have no jurisdiction over my lunch hour, J.B.!"*



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

informative, uncritical introduction nor his unwise selection in *Poems of Ralph Waldo Emerson* (Crowell, $2.95) will enhance Emerson's poetic reputation. Inclusion of "Nahant" or "The Orator" ("He who has no hands/Perforce must use his tongue;/Foxes are so cunning/Because they are not strong.") would have done more than this entire selection of poetry and illustrative prose.

The failure of Dwight Macdonald's *Poems of Edgar Allan Poe* (Crowell, $2.95) belongs to another order. Despite Macdonald's lively and informative introduction, his defense of Poe against American critical attacks, and the praise he quotes from the French Symbolists, Poe's poetry itself denies his greatness. Only compared to such of his contemporaries as Henry Timrod of South Carolina (*The Collected Poems of Henry Timrod*, University of Georgia Press, $7.50) can Poe be regarded as a significant poet. Beside such lines as "Some truths there be are better left unsaid," or "They dub thee idler, smiling sneeringly,/And why?," even "The Bells" or "For Annie" sounds attractive.

About more recent American poetry—represented in this quarter by reprints and collections of Ezra Pound, Marya Zaturenska, and Rolfe Humphries—I am equally opinionated. Pound has reached the uncomfortable stage of receiving homage usually reserved for poets long dead and buried; our age has streamlined the process of sanctification. While he continues to work, *Ezra Pound: Perspectives*, edited by Noel Stock (Regnery, $5.95), treats his multifaceted career as though it were literary history. Some parts of that career might better be forgotten, but not the poetic accomplishment, which stands clear in *The Cantos, 1-95* (New Directions, $7.50). Seeing together almost the whole of Pound's completed works—for some odd reason the collection does not include "Thrones" (Cantos 96-109)—it becomes apparent how close he has come to creating a modern kind of personal epic, a sweeping evaluation of cultural developments. It is often wrong-headed and frequently obscure, but always interesting and impressive, and to me poetically more important than any other work in contemporary literature.

How far Pound has traveled from his earliest poetry may be seen in *A Lume Spento and Other Early Poems* (New Directions, $5). Written half a century ago, these graceful, musical verses belong to Britain's late Romanticism of the 1890s. They remain pleasant but rather commonplace—as Pound says, "a collection of stale cream puffs."

More than twenty-five years ago Marya Zaturenska won the Pulitzer Prize, an award that in itself proves nothing about poetic merit but which in her case was deserved recognition and a foreshadowing of future development. Perhaps, as with Browning's Andrea del Sarto, her faultlessness as a craftsman suggests her limitations; hers is a technical rather than an inspired accomplishment. Yet it should not be denigrated. Zaturenska has moved from measured Metaphysical verse to a more personally attractive Pre-Raphaelitism, losing none of her precision while gaining a richness of expression more consistent with her natural gifts. Her *Collected Poems* (Viking, $6), drawn from six earlier volumes with additions, deserves her own description of Christina Rossetti's work: "Delicate as a string of fine-matched pearls, as strong/As . . . fretted iron . . ./And fresh as young-eyed seasons of the mind."

As with Zaturenska, I have taken Rolfe Humphries somewhat for granted, thinking of him more as an admirable translator, particularly of Ovid, than as a poet. His *Collected Poems* (Indiana University Press, $6.95) recalls the pleasure his poetry has provided over many years. Its qualities of metrical soundness and precise language, virtues shared by his translations, take on further dimensions when viewed as a whole. His range is enormous, not only in forms, from tidy sonnets to richly varied Welsh meters, but also in tone: from the playful ("Weary of quests and all such poppycock/Childe Roland to the Dark Tower came once more/With a sigh that called his pilgrimage a bore") to the august ("Old sea-wind, hither blown,/You come to no one here;/But to primeval stone.").

*"Harry, let's stop pretending."*

Particularly rich in translations and reprints, this quarter also offers the normal portion of new volumes to challenge the harassed reviewer. Some, to be sure, are by poets whose work I have come to respect; among these is Donald Davie. Rather cautious, using his work in a civilized way to understand himself and the world around him, in *Events and Wisdoms* (Wesleyan University Press, $1.85) Davie constantly examines his own experiences, trying to measure significance through the details ("And I hear not only how homestead to small home echoes/Persistence of historic habit."). His very art is "the chart/I keep, of my own sea-changes." He seems most desperate, while aware of the flux in human existence, to grasp something that is not transient, that would deny mutability ("the light of evening grieves/For the stout house of a father."). Even in art he seeks security ("So with poetics: never a revolution/But has its mould."). Yet this preoccupation with the problem of man's mortality never leads to a pretentiousness; his style remains unaffected, perfectly attuned to a phrase like "Let me remind you."

ROY FULLER, an old craftsman who also speaks with natural ease, can be plain without being unpoetic. *Buff* (Dufour, $3.50) reveals a quizzical mind, unafraid to look at its own faults, neither embarrassed nor shocked by them. In ironic terms Fuller describes a love affair from beginning to end, contrasting desire and consummation, idealization and reality, youth and age with fine poetic re-



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

straint. He neither oversteps the bounds of good taste nor loses himself in dreary commonplaces. His version of "Pygmalion" offers realism rather than romance: his sculptor dreads being ensnared. Even a fond grandfather does not dupe himself, recognizing in his granddaughter's baby-talk how "Odd . . . that we find her genius/In doing badly what all do pretty well." Fuller cavorts at the expense of "Leda and the Swan" in "The King and the Goose-Girl"; he deliberately deflates self-consciousness in his sonnet sequence by beginning on a note of self-deprecation.

My admiration for Norman Rosten's poetry is somewhat less. Perhaps its conventional forms, perhaps its journalistic quality make *Thrive Upon the Rock* (Trident, $3.95) unsatisfactory to me. As social criticism, however, it appeals to my own values and prejudices, attacking the material forces that destroy artists, hitting the FBI where it should hurt ("This is your FBI,/Said the voice from the sky./It's not blue here at all,/It's red."), and portraying our social inanities ("It was one of those tours,/You had to stay to the end."). Rosten, like Davie and Fuller, takes a commonsense stance, ridiculing our commercial age ("O Time and Tide/[Mag and Detergent]"), seeking truth in experience ("Each hour/Comes to correct the last"), unwilling to give up hope ("only man/Can thrive upon the rock."). Yet, except in an autobiographical piece recalling the fears, wonders, bafflements, and slow awakenings of childhood, the poetry finally fails to excite.

Despite its matter-of-fact, quiet verse form, Charles Reznikoff's *Testimony: the United States, 1885-1890* (New Directions/*San Francisco Review*, $3.75) does move me. Like some disenchanted Whitman, Reznikoff sweeps across the country, examining its people and their violent activities. Placing ordinary details of the real world against grotesque behavior—rape, theft, and murder—he seems intent on telling us how we have gotten to be what we are. Straightforward, direct, his simplicity itself has the effect of brutal metaphor ("and the boy was left in the sack for several hours./When it was opened he was dead." "And out of the wound in the groin/his guts were protruding."). Two poets whose work I have previously reviewed offer new books, and my earlier judgments stand confirmed. Daryl Hine, a Canadian, combines erudition, craftsmanship, and spirit in *The Wooden Horse* (Atheneum, hardbound, $4.50; paperback, $1.95). Out of his personal debate over the values of emotion and intellect he constructs poems with universal meaning, lyrics whose passion comes from suggestions of inner conflict rather than overt statement. Theodore Weiss in *The Medium* (Macmillan, $3.95) continues to interest me with his neoclassical wit and his odd way of looking at the familiar, combining flat details with a bizarre vision. At the same time, his new poetry is less indebted to the traditions on which he was earlier dependent.

Of the new poets, Julia Randall strikes me as most important. A beautiful melodic quality, a range covering simple responses to place, social dictates opposed to personal will, restrictions pitted against energetic imagination—these characterize *The Puritan Carpenter* (Chapel Hill, $3.75). Between staid puritans and creative carpenters, as she says, she opts for the carpenters. She finds effective measures in Dickensonian play on rhythm and rhyme, parodic counters to Wordsworth and George Herbert, a kind of Frostian simplicity of wit. Her precision and controlled form redeem an occasional bookishness.

FOR the rest, let me simply note three new volumes worthy of attention and a sampling of critical works of more than passing interest. Father Raymond Roseliep's *Love Makes the Air Light* (Norton, $4.50) has a quiet, gentle charm; Jim Harrison's *Plain Song* (Norton, $4.50), although at times uncomfortably close to William Carlos Williams, reveals an effective lyric quality of its own, and Lisel Mueller's *Dependencies* (Chapel Hill, $3.75) earnestly displays a sensitive woman's response to the crises of our time.

Three studies of individual poets ought to be mentioned: Joseph Riddel's *The Clairvoyant Eye* (Louisiana State University Press, $7.50) on Wallace Stevens; *In Excited Reverie: A Centenary Tribute to William Butler Yeats, 1865-1939* (Macmillan, $10), and Jerome Mazzaro's *The Poetic Themes of Robert Lowell* (University of Michigan Press, $4.50). *The Old Glory* (Farrar, Straus & Giroux, $4.95), Lowell's excellent dramatic trilogy, also should be noted. Two more volumes remind me of my own inadequacies: Robert J. Clements's *The Poetry of Michelangelo* (New York University Press, $10) and S. S. Prawer's *German Lyric Poetry: A Critical Analysis of Selected Poems from Klopstock to Rilke* (Barnes & Noble, $5), both informing me how much I do not know. I do know that I would love to respond to J. Hillis Miller's stimulating argument in *Poets of Reality* (Harvard University Press, $7.95), which places modern poetry beyond the traditions of Romanticism and attempts to rescue it from charges of nihilism. Had I but world enough and time. . . . Instead I must beg off, sounding a little like a house-guest at Mr. Eliot's Channing-Cheetah's, with a vacuous, "There was something he said that I might have challenged."

## "Without Its Meanings, Language Is a Noise"

**By Harold Witt**

A MAN from Malay, several punchcups later
—rum, champagne, et cetera, et cetera—
said he thought French a language greater
than English is (in spite of Shakespeare)

and I had to agree French flows more mellifluously—
which may be fine to evoke an artichoke
in wine, or for its stroking syllables
that tame wild ladies till they purr and roll

though I think English is my cup of punch—
less pure and simple, it states in wondrous ways,
elusively or closely, what French pronounces once.
While sometimes summing in a stunning phrase

conclusive concepts English isn't above
trying on its democratic tongue,
French is much more nakedly in love
with the liquid picture of its own perfection.

I'd say that in our relative day—
and would have mentioned then, except for punch,
to the French-preferring person from Malay—
"Let's have another cup, and then, come, chum,

praise all communication for some quality—
though how words sound depends upon a voice
and what we say might prove to be mere falsity,
without its meanings, language is a noise."


PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# To Each Man His Own Metaphor

***Poets on Poetry,*** *edited by Howard Nemerov (Basic Books. 250 pp. $4.95), contains comments by nineteen writers on questions of form, content, criticism, and the meaning of their craft. "Bygones" is the latest book by the noted poet and anthologist Louis Untermeyer.*

By LOUIS UNTERMEYER

DURING the year that he was Consultant in Poetry at the Library of Congress, Howard Nemerov tried to find out what American poets thought of their own poetry and, perhaps, poetry in general. To this end he submitted four questions to twenty-one poets, only three of whom failed to reply. The poets, rather arbitrarily selected, who responded were Conrad Aiken, Marianne Moore, Richard Eberhart, J. V. Cunningham, Ben Belitt, Barbara Howes, John Malcolm Brinnin, John Berryman, Jack Gilbert, Vassar Miller, Robert Duncan, May Swenson, Richard Wilbur, Gregory Corso, William Jay Smith, Reed Whittemore, Theodore Weiss, and James Dickey, supplemented by Nemerov himself. The four questions were:

1. Do you see your work as having essentially changed in character or style since you began?

2. Is there, has there been, was there ever, a "revolution" in poetry, or is all that a matter of a few sleazy technical tricks? What is the relation of your work to this question, if there is a relation?

3. Does the question whether the world has changed during this century preoccupy you in poetry? Does your work appear to you to envision the appearance of a new human nature, for better or worse, or does it view the many and obvious changes as essentially technological?

4. What is the proper function of criticism? Is there a species of it that you admire (are able to get along with)?

The responses, including examples of the poets' works as well as their particular predilections, now appear in *Poets on Poetry,* a set of interesting if uneven essays. The essays circle uncertainly around the questions of form, of content, of criticism, and that infinitely arguable topic: the meaning of poetry. Few of the replies are explicit. Some rely on accepted generalities; some are obliquely self-conscious; two or three are naïvely self-centered.

What of the interrogations, what does one receive as a result, and what does one remember of the diverse and often all-too-discursive answers? The best of the book is not in the composite and often contradictory conclusions, but in a scatterwork of obiter dicta, a few packed sentences, a witty disposal, a personal revelation.

If the reader is not too captious or too impatient, he will encounter many pleasant surprises. He will be rewarded by remarks sometimes out of context but not out of character. Marianne Moore, for example, says: "Poetry is a magic of pauses. . . . Conscious writing can be the death of poetry." J. V. Cunningham: ". . . formalism adds another principle of value, for the aim of the formal is the definitive. A poem, then, on this view is metrical speech, and a good poem is the definitive statement in meter of something worth saying." Richard Wilbur: "There are risks of corruption . . . in becoming a poet-citizen rather than an alienated artist, but I myself would consider them risks well taken, because it seems to me that poetry is sterile unless it arises from a sense of community or, at least, from the hope of community." John Malcolm Brinnin: "By its nature, poetry is a groping toward clarity and definition rather than a statement of something arrived at and comfortably accepted. . . .Poets cannot save the world, but they can contribute to the civilizing process that might make the world more worthy of salvation. . . . The greatest need we all have, I think, is to keep alive the sense of wonder that will enable us to overcome the brutalizing forces of expediency and conformity in the mass societies of which we are a part." May Swenson: "The experience of poetry is to suppose that there is a moon of the psyche, let us say, whose illuminated half is familiar to our ordinary eye, but which has another hemisphere which is dark; and that poetry can discover this *other side.* . . . Science and poetry are alike, or allied, it seems to me, in their largest and main target—to investigate any and all phenomena of existence beyond the flat surface of appearances."

There are inevitable discords. Jack Gilbert: "If the academic poets often seem to be doing something very well that isn't worth doing at all, these others [the Beats and the Black Mountain and New York groups] tend to deal with matters of real importance with slovenliness. Moreover, they usually treat fairly rudimentary ideas as great profundity. The academics spend their art on fashioning a mechanical lily; the alternate faction usually is busy discovering that a rose is a rose is a rose." Howard Nemerov: ". . . along with many others I learned from William Empson to value ambiguity; it was part of our purposeful labor, in those days, to fill our poems with somewhat studied puns which could be said to 'work on several different levels'. . . I now regard simplicity and the appearance of ease in the measure as primary values, and the detachment of a single thought from its

ambiguous surroundings as a worthier object than the deliberate cultivation of ambiguity." Conrad Aiken: ". . . at this point [1925] and for the next thirty years the best poetry written in English was American. In fact, I think it has remained so since. English poetry, in a sense, had moved to America."

IT IS Aiken who supplies the most satisfactory as well as the most affirmative summing up of a mixed set of opinions. "Poetry," he says, "has always kept easily abreast with the utmost man can do in extending the horizon of his consciousness, whether outward or inward. . . . Whether it is a change in his conception of the heavens, or of the law of gravity, or of morality, or of the nature of consciousness, it has always at last been in poetry that man has given his thought its supreme expression. . . ." This, for nonpoets as well as practicing bards, might well serve as first and last words on that ever-controversial subject: the purpose and pursuit of poetry.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Never Pet a Turtle

By ALICE DALGLIESH

DURING the year 1965, more than 2,800 children's books were published, among them many about animals, wild and pet. There were a number of books about birds sitting on people's heads, or having broken legs or wings and being nursed back to health with the greatest of ease. Vincent Nucera's *Pigeon on My Head* has an alluring title, but head-sitting by pigeons is not to be encouraged any more than statue-sitting. With so many books available, one can be selective, and several recent medical warnings have been issued about pigeons and small turtles being carriers of *salmonella*. Better just look at turtles, not carry them around and kiss them, as children seem to do. Controlled affection is also healthier for the turtle. Publishers will probably soon be keeping lists of animals that transmit diseases to humans but can be kept if not handled.

Also to be avoided are the hastily written books by those who have learned that children like stories about animals. There are as well the books by sentimentalists, and by scientists who grow livid over anthropomorphism, which pleases small children and is an essential part of many fables and folktales.

My favorite example, however, of going too far in humanizing animals is a book that begins, "Mr. Worm got up one morning and shaved himself carefully. . . ." It's preferable to take a middle-of-the-road course—or we'd have to rule out such informal and amusing books as George Laycock's *Never Pet a Porcupine* and *Never Trust a Cowbird* (Norton).

Fireflies and Monarch butterflies have had much attention and are getting more of it. I am glad to know that scientists are studying the "cold light" of fireflies for a reason, but I also hope the light-givers won't be studied out of existence. Surely by now the scientists know enough about the light of fireflies and the migrations of Monarch butterflies so that these do not have to be caught by thousands of children, or banded, as are the Monarchs.

We have always been ambivalent to an extraordinary extent about creatures. Poems about mice are so numerous that it must be tragic for children to see a mouse caught in a trap or poisoned. Perhaps being sorry for mice has to be an accepted part of life, especially as artists also love them—they are so pretty in pictures. Think what Beni Montresor did with Mary Stolz's *Asa and Rambo*; we'll welcome them in another book later in the spring.

This is not only the Year of the Horse for the Chinese, but the centennial of Beatrix Potter, whose diary Warne will publish sometime this spring. Her books have become almost a cult, especially in America; I do not believe that even the crustiest opponent of personalized stories about animals would deny his children the fellowship of Peter Rabbit, Benjamin Bunny, and Tom Kitten. Peter wears a little blue coat and takes camomile tea, but in his nature he is very much a rabbit.

THIS seems the place to say that I really do not have the time to "find" books for readers of *SR*, especially if nothing but the title is given. I am most sympathetic about it because the books loved in childhood have such an aura in later years. For a long time I have wanted to reread an English book entitled *Dearlove*, about a little girl whose real name was Philomena and whose lower lip "looked as though it had been newly stung by a bee." This is all I know about it, plus its Channel Islands setting, but that is not enough information even for professional book-finders.

I am sorry, too, that I cannot read manuscripts of books for children and recommend a publisher. Stamped, self-addressed envelopes are seldom enclosed. Even if they are, manuscripts do get divorced from them; it's astonishing that writers do not value their manuscripts enough to write their names on them. I've kept one about a personalized peanut for several years, hoping that the author would ask for its return, but she hasn't. And who owns a set of plays for radio written (I hope with permission) from children's books? The first play is *Richard Brown and the Dragon*, from a story by Robert Bright.

The advent of what is known as "The New English" results in requests for lists of "classics" for children of various ages and various school grades. I can't make individual lists, but I shall try to say something about "The New English" in BOOKS FOR YOUNG PEOPLE next month.

---

**Henrietta.** *Story and pictures by Boris Drucker. Abelard-Schuman* 32 *pp.* $2.75. This is a slight but amusing story of a cartoonlike cat that is always in trouble. The text is recommended for children three and up, and I think it really is suitable for the very young ones. The pictures are in gray, black, and very bright red. But are those fish in the fishbowl *swordfish*? They look like goldfish. Perhaps they are swordfish as seen through Henrietta's eyes.

**Fox and the Fire.** *By Miska Miles. Illustrated by John Schoenherr. Atlantic-Little, Brown,* 44 *pp.* $3.50. The author of *Mississippi Possum* has given us another book with a dual purpose. The possum book was both a sympathetic treatment of an animal and a picture of a flood in which a family and an animal share food and shelter. Now we have an endearing book about a much-hunted and much-maligned animal, plus the devastation wrought by a forest fire. This fox is true to his nature; when hungry he raids the barnyard. Good pictures. Ages 7-11. (7-10?)

**Pascal and the Lioness.** *By René Guillot. Illustrated by Barry Wilkinson. Translated and adapted by Christina Holyoak. McGraw-Hill.* 50 *pp.* $2.25. René Guillot is a winner of the Hans Christian Andersen award for his well-known books in French with French or African settings. This one was translated in England, but how refreshing it is that Pascal's parents are referred to as *Maman* and *Papa* instead of Mummy (or Mommy) and Daddy. Just such a small touch keeps the child French, as we would like him to be. A pleasant story in the vein of *Elsa* except that the animals talk to each other. Ages 7-10.

**Flash: The Life Story of a Firefly.** *By Louise Dyer Harris and Norman Dyer Harris. Illustrated by Henry B. Kane. Little, Brown.* 57 *pp.* $2.95. This book is attractive in format, interesting in text; its color pictures provide an opportunity to present the firefly's light. However, an exciting life story does not need exclamation points to carry it along. There are occasional examples of writing down to children—"Raindrops are going plop! plop!" "As Flash goes places he looks like a teeny-weeny freight car."—though not enough to keep the book from "going places." Ages 6 up.

**Monarch Butterflies.** *By Alice L. Hopf. Illustrated by Peter Burchard. Crowell.* 134 *pp.* $3.75. A knowledgeable book, this begins with a costume parade by the children of Pacific Grove, Calif., to mark the arrival of the butterflies that are of such interest because of their beauty and migratory pattern. No one really knows why they have selected this particular grove of trees as a way station, but they fly from Canada apparently as far as Texas and Florida. In Pacific Grove they are protected, although not, so it seems, in other places.

Dr. Urquhart of the University of Toronto has done the most work in banding these butterflies and studying their migrations. Since they lay their eggs on milkweed, it is to be hoped that the bulldozers will spare milkweed plants in some of the places on their routes. Also that young people will be careful in banding the butterflies, if band they must. As suggested in this book, it



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

should be done in connection with the program of a scientist, not hit-or-miss. No age level given.

**Nic of the Woods.** *By Lynd Ward. Houghton Mifflin.* 95 *pp.* $3.75. It would appear that this straightforward story about a boy and a dog is told from the author's own experience. Nic, the dog, had much to learn about the woods, especially about skunks and the feel of a mouthful of porcupine quills. When David went on a camping and hunting trip on his own, Nic followed him and showed what he had learned. He even met a very large bear.

The Canadian woods as pictured here seem gloomy, and there has evidently been an effort to brighten the book by using a very vivid blue for some of the text pages, which are overprinted in white, making them difficult to read. Children like a good honest dog story, and they will make every effort to read this one. Ages 6-10.

**All About Elephants.** *By Carl Burger. Illustrated with drawings by the author and with photographs. Random House.* 134 *pp.* $1.95. This seems to me to be the best elephant book of last year, and there were several. The elephants are given names, but are not personified. Any child who opens the book at some of the more dramatic pictures will have to read on. A particularly useful chapter disposes of the myths about elephants: their memory, their graveyards, their fear of mice, and other fabrications that have long misled children and adults. Especially important is the last chapter with its plea for preservation of elephants in Africa. "The majestic African elephant must not be allowed to suffer the fate of so many of its ancestors and disappear from the face of the earth." Ages 10-15.

**Miracle Salt.** *By Mae M. Vander Boom. Illustrated by Erwin Schachner. Prentice-Hall.* 64 *pp.* $3.50. Salt, "the staff of life," is necessary to human beings and to animals. "Salt and the compounds made from it now contribute in as many as fourteen thousand different ways to our health and the modern comforts of our lives." "At the start of the American Revolution George Washington had a large stock of salt on hand. His orders to his men were that it must be defended at all costs. In spite of this Lord Howe . . . captured the salt. . . . Big rewards were given to those who discovered workable salt deposits."

For a 64-page book this has an unusual amount of information; it will be fascinating to age groups above and below the 8-12 level, at which it is listed. The jacket, though formal, is arresting, and the illustrations are good.

**The Abraham Lincoln Joke Book.** *By Beatrice Schenk de Regniers. Illustrated by William Lahey Cummings. Random House.* 92 *pp.* $2.95. Here's one from the book: "*Lincoln Gives a Book Review:* A well-known man read aloud to President Lincoln some chapters from a book he was writing.

" 'Tell me, Mr. Lincoln,' said the man, 'what do you think of my book?'

"Lincoln didn't think much of it, but he didn't want to hurt the author's feelings, so he said, 'Well for those who like that sort of

—*From "The Abraham Lincoln Joke Book."*

thing, I think it is just about the sort of thing they would like.' "

Children seem to love a joke more than anything. A cheerful approach to Lincoln, who also loved a joke, may make children feel closer to him. No age level.

**Lincoln's Birthday.** *By Clyde Robert Bulla. Illustrations by Ernest Crichlow. Crowell.* 32 *pp.* $2.95. One of the Crowell holiday books, this gives an easy-to-read (but not vocabularized) over-all view of Lincoln. However, its few pages provide little space for Lincoln's family life or his warmth toward his sons, the emphasis being mainly on his boyhood and the reasons why we celebrate his birthday. The illustrations could be better. No age level given.

**Spiders, Snakes and Other Outcasts.** *By Robert Froman. Illustrated by Salem Tamer. Lippincott.* 128 *pp.* $3.75. If one lowly but beneficial worm is spared being stepped on, this book will have accomplished its purpose. Cockroaches are highly useful in the laboratory, but they seem to have no other value, being prime carriers of disease. I'm delighted to read about those tidy Brazilian spiders that spin their webs at night, catch insects, then neatly fold up their webs in the morning and carry them away. All of these "outcasts" are interesting; bats, for example, though in late years they have been attacking humans, and they do carry rabies. Nevertheless, they have contributed to our knowledge of sonar. However, I take vampire bats more seriously than does the author of this book, because I've had experience with them. Young people will enjoy dipping into this book, and some will read it all the way through. Ages 10-up.

—*From "Miracle Salt."*


"Shows G.B.S. as a knowledgeable gadfly to Christian complacency."
—*Edmund Fuller*

**SHAW and Christianity**
**ANTHONY S. ABBOTT**

*Shaw's Irish roots, non-dramatic works, and six plays.*

"This lively volume suggests that some of Shaw's religious views anticipate those of such modern theologians as Bultmann, Bonhoeffer and Tillich."
—*N.Y. Times Book Review*

$4.95 at your bookstore
SEABURY PRESS
815 Second Avenue, New York

**HANDY FILE**
**FOR YOUR COPIES OF**
***Saturday Review***

- Keep SATURDAY REVIEW issues neat, clean, in order
- With washable leatherette cover and 16-carat gold leaf lettering designed especially for SR
- Holds 26 copies

$2.50 each, postpaid
(3 for $7.00, or 6 for $13.00)

Money back if not completely satisfied

*ORDER DIRECT FROM:*
**JESSE JONES BOX CORP.**
**DEPT. SR • BOX 5120**
**PHILADELPHIA 41, PA.**
*Allow 4 weeks for delivery.*

***Coming March 12***

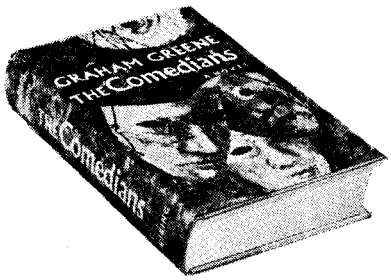
***SR*'s Annual**
**Spring Travel Issue**




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"Graham Greene's best book since *The Power and the Glory.*"

—CONOR CRUISE O'BRIEN, *Book Week*

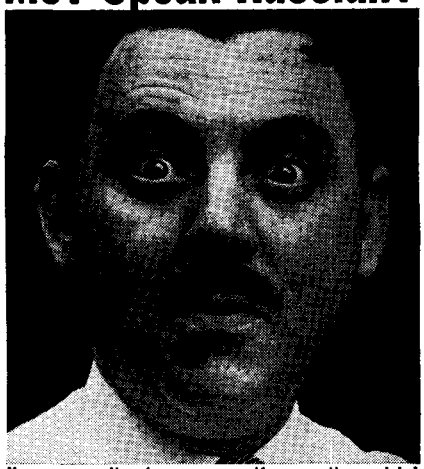



**The Comedians**

At all bookstores $5.75

THE VIKING PRESS

**Me? Speak Russian?**



Yes, or any other language . . . if you really want to! Not tough at all with the Linguaphone Conversation Method. Matter of fact, you'll be speaking a little after the very first day. And if you have a quick ear, you'll be a whiz in no time. All in your own home, in your own spare time. Amazingly inexpensive! Spanish, French, German, Italian, too (34 languages in all). Hard to believe that you can do it? See for yourself with FREE trial. Send coupon today.

**LINGUAPHONE INSTITUTE**
Dept. SR-219
Radio City, New York 20, N. Y.
Please send me details of Free Home trial and Free literature on languages I have checked:

Name_____
Address_____
City_____ Zone____ State____

☐ Latin American Spanish
☐ European Spanish
☐ French
☐ German
☐ Russian
☐ Italian
☐ Japanese
☐ Modern Greek
☐ _____ (other)

No obligation, of course. No Salesman will call!

# Evidence Against Abstraction

*Silence, by Yuri Bondaryev, translated from the Russian by Elisaveta Fen (Houghton Mifflin. 255 pp. $4.95), exemplifies in the story of disillusioned veterans the mute acceptance by the Russian people of the horrors perpetrated in the name of Stalin. Daniel Stern is the author of four novels; his next, "After the War," will be published this year.*

By DANIEL STERN

A NUMBER of weeks ago an unthinkable scene took place in Moscow. The poet Esenin-Volpin—son of the great poet-suicide of the Revolution, Sergei Esenin—was picked up by the authorities for parading in the streets carrying a placard attacking the police for arresting two writers: Yuri Daniel and Andrei Sinyavsky (known abroad as Abram Tertz). Esenin-Volpin was released after questioning and a reprimand. Now—one of the problems you face when you don't shoot people is that they are alive and therefore able to write poems and novels attacking you.

*Silence,* by Yuri Bondaryev, is one of the books made possible by this somewhat capricious new freedom. In tackling the theme of the two soldiers returning to Moscow after four years of war, the author is immediately faced with the one problem all Soviet writers share: Do I speak in the abstract, optimistic voice of ideology—or do I tell it as it was or, at the very least, as I saw it? Yuri Bondaryev, one of the most famous Russian younger writers, tells it as he saw it and—according to others—the way it was. Konstantin Paustovsky, perhaps the greatest living Russian writer, has called this novel an act of great courage. The title confirms this judgment. The *Silence* is that of all the Russian people—who knew the horrors being perpetrated in the name of Stalin and Socialism, yet did not speak.

To dramatize his theme Bondaryev tells the story of Serghéy and Konstantín, veterans who come home looking for the fulfilled promises of peace. Instead they find hardship, intrigue, and disillusionment. Serghéy is a kind of Tolstoyan hero—stubborn as the Russian earth in winter. Konstantín is a Chekhovian youth—all easygoing charm. Serghéy wants life to mean something; Konstantín wants life to give him happiness.

In the course of their adjustment to civilian life in the last few years of the Stalin régime Serghéy's father is betrayed to the police, on the fashionable and false charges of Trotskyism, by a money-grubbing, opportunistic neighbor. Serghéy, in an excess of patriotic zeal, exposes a cowardly army officer—only to be defeated by him, expelled from the Communist Party, and forced to resign his student's position at the Mining Institute.

**Yuri Bondaryev—"a poetic human note beautifully sounded."**

On one level, the actual prose of the book, *Silence* is handsomely written. Bondaryev is in the tradition of Tolstoy and Chekhov, with a naturalistic Slavic lyricism. But, on a deeper level, the habits of ideology are not easy to shake. His good people are, I'm afraid, a little too good. And his bad ones (like the sniveling officer Uvárov) are much too bad. There is, too, a structural neatness that throws one off: one knows from the start, for example, that Konstantín will be drawn to Serghéy's sister, Assia. This, however, is merely a sin of conventionality; in spite of such lapses, there is a great deal here that is moving. The relationship between Serghéy and his father, a weak but well-meaning man, sounds a genuine note of compassion. And if the characters are not profound in the artistic sense, the social texture in which they live is. In Bondaryev's book we hear a poetic human note beautifully sounded where, for so long, there has been only the deafening prose of an optimistic and treacherous ideology. It is a welcome sound.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Time Passing, Man Enduring

***Chekhov Stories 1895-1897,*** *translated from the Russian and edited by Ronald Hingley (Oxford. 325 pp. $5.60), and* ***Chekhov and His Prose,*** *by Thomas Winner (Holt, Rinehart & Winston 263 pp. $5), illuminate the immortal Russian's craft and genius. Thais S. Lindstrom, who has written about Tolstoy, Dostoevsky, and Gorky, will soon publish her "History of Russian Literature."*

By THAIS S. LINDSTROM

CHEKHOV revolutionized the short story. By stripping it of such traditional devices as plotted narrative, character analysis, and gradually developing action he created its modern form. This became a new kind of short fiction which, lacking beginning or end, was "all middle" like a tortoise, episodic in sequence, impressionistic in style, and streaked with seemingly irrelevant realistic detail that was made to carry a heavy burden of meaning.

No satisfactory work has been written about this significant aspect of his art. This may be due to the fact that, as Edmund Wilson complained ten years ago, the chronology of Chekhov's stories was rarely maintained in the English collections; early humorous trifles scribbled hastily for the pulps were juxtaposed with the longer, mature masterpieces, making it difficult for critics to understand what the writer "was all about." At last a definitive critical edition of Chekhov's complete works, translated and edited by Dr. Ronald Hingley, is under way. In it all the stories written between 1888 and 1904 will appear in chronological sequence.

**Anton Chekhov—episodic, impressionistic.**

The volume under consideration here contains the stories published between 1895 and 1897. During this period Chekhov was at the peak of his powers as a short story writer; he was living on his estate some seventy miles south of Moscow and for the first time was brought into intimate contact with the Russian peasant. The effect on his work was immediate; of the eleven stories written during these years three deal with village life, including the famous *Peasants,* which dealt a death blow to the intelligentsia's idealized concept of the virtuous muzhik in its depiction of physical and moral degradation, drunkenness and brutality as the Russian peasant's usual way of life. The uneasy preoccupation of a bachelor regarding the married state is reflected in three others of these stories, in which the marital confrontation is dominant. In his introductory comment Dr. Hingley implies that Chekhov's negation of physical harmony between man and wife may have been due to his own lack of interest in sex. This remark like many others in his long and detailed preface reveals the editor's astuteness, and an objectivity already familiar to readers of his biographical study of Chekhov published in 1950. Unstinting care and fastidious scholarship have gone into this volume, which concludes with appendixes and notes that illuminate the path of Chekhov's creativity.

The translation, too, is of very high quality indeed; bold, vigorous, and style-conscious, in accuracy it vies for the primacy of Constance Garnett, whose renderings had far too long been the only English gateway to Russian classics. An updating in idiom is inevitable in a translation made several decades later; nevertheless, Dr. Hingley manages to reproduce in pungent English the blend of the formal and colloquial that is peculiar to Chekhovian language, and communicates unerringly the many shadings of illiterate and semiliterate speech. If the over-all standard of this edition of Chekhov's works may be judged by this excellent example we can look forward with pleasurable antic-


Bobbs-Merrill

**The Bill of Rights**

**ITS ORIGINS AND MEANING**
*by* **IRVING BRANT**

**"...thank your stars that his kind exists..."**

**Brant presents judicial decisions clearly, but with a passion—controlled but steady—in favor of the individual defending his rights against a frightened society . . . There is no comfort here for extremists . . . Brant should have the widest possible audience."**

*—The Chicago Tribune*

". . . he handsomely wins admission into the ranks of American historians with this solid study . . . of our constitutional liberties . . . Mr. Brant . . . is no ivory tower historian. He is a civil libertarian who believes in Madison's 'doctrine of the pre-eminence of the great rights' . . . Mr. Brant's book is history and at the same time a tract for the times . . . this volume will remain indispensable."

*—The New York Times*

**"This is not only a first-rate historical study . . . it is also an advocacy of the Bill of Rights as originally intended . . . Mr. Brant's interpretation . . . is in the purest libertarian tradition."**

—ROGER BALDWIN, *Saturday Review*

"Three of his best chapters are devoted to congressional investigations . . . To read them is to wish that . . . they . . . could be published as a ready reference . . . for each member of the Senate and the House. . . "

*—The New Republic*

**NOW IN SECOND PRINTING**

*at all bookstores* **$7.50**

Bobbs-Merrill




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ipation to the appearance of companion volumes.

At this point it is most appropriate to consider Thomas Winner's analysis of Chekhov's prose. A down-to-earth study, highly useful to the general reader, the book contains able and clear summaries of the most famous stories written between 1883 and 1900. Professor Winner focuses his investigation on Chekhov as a short story writer, tracing the development of his prose from the time when, as a young medical student, he wrote twenty-line anecdotes for the comic weeklies.

TWO facets of Chekhov's fiction are probed: the internal structure of the story and its external stylistic devices. In the first we are presented with typical Chekhovian techniques, such as the detour from the expected, the rhythmic interplay between opposing motifs, the flashbacks, and the inconclusive "zero" ending. Mr. Winner's complete familiarity with his subject's literary language becomes apparent in his lively exposé of Chekhov's verbal virtuosity, which he illustrates with generous bilingual quotations. One may savor the distortion of the Russian idiom through the crude colloquialisms, the stilted pretentiousness of the would-be cultured class, and the convolutions of provincial officialese.

Any critic of Chekhov's work is confronted with a vast kaleidescope of characters, as well as themes and situations that recur in the complex of some 500 stories with no apparent programming or reason. Mr. Winner has chosen to landmark Chekhov's progress by thematic escalator. Starting with the early stories, in which the characters are motivated by a guiding idea, he goes on to those preoccupied with class changes among the lower orders of Russian society. The theme at the next level is beauty versus banality, and finally there are Chekhov's studies of his characters' constricted inner life. Mr. Winner argues well for his particular choice of thematic projection, but among the risks he runs in this type of approach to Chekhov's content is that other themes intrude, sometimes powerfully, into the stories that he selects. Thus, in order to respect his own system, he is obliged at times to classify the same story under different thematic headings. Furthermore, one could see in them other thematic stress that would be equally valid; for example, the lack of communication between human beings, the ambiguous relationships between men and women, the discord between human aspirations and bitter actuality. In fact, the Chekhovian leitmotifs are so numerous in the stories treated here that they in themselves constitute a criticism of Mr. Winner's method of approach.

The major omission in this otherwise workmanlike critical evaluation of Chekhov and his prose is the exposition of the one thematic factor which is a constant in the stories. That is the depiction of life in all its grubbiness: the venial sins of inconsiderateness, casual and gratuitous cruelty, the trivial vulgarity and the relentless monotony that engulf the average man, which he is too weak to resist and by which he is weakened. What Chekhov makes us accept in his portrayal of this fluid, relentless grayness is man's endurance of the unacceptable; it is this, perhaps, more than any other proposition that he has willed to his twentieth-century literary heirs.

**If you love children,** your heart will go out to Tommy Littleraven, a 9-year-old American Indian boy who is attending school off the reservation for the first time. Going to school in town frightens Tommy. He is afraid that his non-Indian schoolmates are laughing at his tattered clothing, at his faulty English.

He yearns to join the school club, buy personal books, clothing, go out for a soda with the other boys. But his parents are too poor to give him pocket money. And so Tommy wanders off by himself and dreams that someday he will have the money to do what his non-Indian schoolmates do.

# if you love children

***Make a dream come true!*** You, your school or group can make this dream come true for an Indian child like Tommy. Contribute $12.50 a month and provide one Indian youngster with suitable clothing, personal books and a cash allowance. You will receive the photograph and story of the child you help and enjoy a warm person-to-person relationship through an exchange of letters. Please give one Indian youngster an even break – and the sense of security and confidence he needs to join the mainstream of American life.

*National Sponsors*

*Faith Baldwin*
*Joan Crawford*
*Henry R. Luce*
*Norman Rockwell*
*Frank Sinatra*
*Mrs. Earl Warren*

Founded 1932
**SAVE THE CHILDREN FEDERATION**
Norwalk, Connecticut

I wish to contribute $150.00 annually to help an American Indian girl ☐ boy ☐
Enclosed is my first payment:
$12.50 a month ☐ $ 75.00 semi-annually ☐
$37.50 a quarter ☐ $150.00 annually ☐
I cannot sponsor a child, enclosed is contribution of $_____

Name_____
Address_____
City_____ Zone____ State_____
Contributions are income tax deductible. SR-2-19-6


## *SR*'s Check List

*Continued from page 26*

THE (HOUSE AND GARDEN) GARDEN BOOK. Edited by the *House and Garden* editors. St. Martin's. $20.

MORALITY IN AMERICA. By J. Robert Moskin. Random House. $5.95.

THE YEAR OUTDOORS: A Naturalist's Calendar. By Eva Rodimer. Rutgers Univ. Press. $6.95.

### *Personal History*

CONGO KITABU. By Jean-Pierre Hallet. Random House. $7.95.

FBI MAN: A Personal History. By Louis Cochran. Duell, Sloan & Pearce. $4.95.

FLAPDOODLE, TRUST, AND OBEY. By Virginia Cary Hudson. Harper & Row. $2.95.

THE LETTERS OF CHARLES ARMITAGE BROWN. Edited by Jack Stillinger. Harvard Univ. Press. $12.

QUISLING: Prophet Without Honor. By Ralph Hewins. Day. $6.95.

THE ROMANTIC WAY: Four Women in Pursuit of an Ideal. By Vincent Cronin. Houghton Mifflin. $5.95.

THE STARVED AND THE SILENT. By Father Aloysius Schwartz. Doubleday. $4.50.

### *Philosophy, Religion*

CRUSADE AGAINST HUNGER. By I. W. Moomaw. Harper & Row. $3.95.

FOUR STAGES OF GREEK THOUGHT. By John H. Finley, Jr. Stanford Univ. Press. $3.95.

IMAGES OF AUTHORITY. By J. M. Cameron. Yale Univ. Press. $4.

JUDAISM IN SIGMUND FREUD'S WORLD. By Earl A. Grollman. Appleton-Century. $4.95.

LIFE WITHOUT PREJUDICE AND OTHER ESSAYS. By Richard Weaver. Regnery. $4.50.

OUR FATHER. By Ernst Lohmeyer. Harper & Row. $4.95.

THE SUPPER AND THE EUCHARIST. By John Wilkinson. St. Martin's. $5.25.

### *Political Theory*

THE MONROE DOCTRINE: Its Modern Significance. Edited by Donald Marquand Dozer. Knopf. $3.95.

—Compiled by NAID SOFIAN.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Banish Wind and Weather with

# DOUBLE-CROSTICS #55

## by Doris Nash Wortman

GOOD news for fans—fifty brand-new, never-before-published Double-Crostics, including diagramless ones, cryptics, surprises. Tantalizing, stimulating, brain-teasing puzzles to keep all crostickers crosticking happily into the summer. Just the thing for weather-proofing your winter, for sharpening wits in front of the fire, in planes, on trains, on winter cruises—for tingling the brain, soothing the spirit, inflating the ego.

Fill out the coupon below and slip it into the mailbox today and it will bring you your copy (or copies) of these delectably decodable, utterly indispensable literary puzzles.

*Note to anybody who is about to try a Double-Crostic puzzle for the first time: we promise you'll enjoy it. You'll feel a little like a detective, a little like a poet, a little like the fellow who solved the message on the Rosetta stone. All the equipment you need, in addition to the book (which contains quick, simple instructions for solving) is a pencil, and a mind not overstuffed but nicely furnished.*

*To your bookseller, or*

**SATURDAY REVIEW, 380 Madison Ave., New York, N. Y. 10017**

*Send me . . . . . copies of* **Double-Crostics #55**
*Price $1.95 each.*

**Name** _____

**Address** _____

**City** _____ **Zone** _____ **State** _____

*(New York State residents, add applicable sales tax)*


PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## The Condemned of Lincoln Center

AS THE THIRD of its four presentations this season, the Lincoln Center Drama Repertory Theater is offering the American premiere of Jean-Paul Sartre's *Les Sequestrés d'Altona*. Its American title, *The Condemned of Altona*, is slightly misleading, for *sequestrés* merely means held apart under official control while awaiting disposition; it does not necessarily mean guilty or damned. This distinction might not be so important if in director Herbert Blau's production the atmosphere of condemnation did not stifle all. In a dimly lit setting that reminds one of a public hall in a picture gallery porous with exits leading nowhere, we meet a German industrialist family deeply depressed. The father is dying of throat cancer. The eldest son, Franz, wanted for war crimes, is hiding out in an upstairs room. As long as the latter remains alive, the remaining members of the family will be required to occupy the house at all times, and Franz's brother Werner will run the family business. Werner's wife Johanna is determined, however, to release her weak-willed husband and herself from this impending life of affluent incarceration. The key to the situation is Franz. Only his death will free them.

In a sense, of course, Franz represents *their* war guilt, and ultimately the guilt of all twentieth-century men who have benefited from the terrible violence that has occurred and is still continuing. Actually, Franz's responsibility needn't have gone beyond living up to the pattern of behavior he inherited from his father and his country. Yet the individual will tends to struggle against such rigidity, and in Franz's case the struggle had erupted into one horrendous incident that earned him the title "the Butcher of Smolensk." The play never fully explains this eruption, beyond making the rather philosophical suggestion that in this vile act Franz freed himself from his family and at the same time assumed the burden of guilt for his century.

More interesting than this studied analysis of guilt is the theatrical creation of two worlds in one house. The first is the temporal universe of daily duties, money-acquiring, and sexual relationships. The second, coexisting in Franz's locked room, is timeless, amoral, and lunatic. In it Franz has imagined a future when the world will be governed by hard-shelled crabs and man will be past history, remembered only through the tapes Franz furiously records. Franz is kept in this timeless world by his sister Leni, who feeds his delusion that Germany is in ruins and extends his guilt by persuading him to occasional incest. Johanna's task is to snap him back to the real world where he will kill himself, but it is complicated when she falls in love with him.

The action is also given a heightened irony by the stipulation that within this play winners are losers, losers winners. For instance, Germany has lost the war only to emerge as the greatest power in Europe. As the father points out, Germany couldn't have won, and those who loved their country enough to sacrifice their honor for victory only risked prolonging the massacre, and in truth did nothing at all except commit individual murders.

The most effective scenes in the play are the ones in which Franz can enact his Hamlet-like madness. And although Tom Rosqui is not ideal for the role, he achieves the evening's only sparks of excitement. Carolyn Coates brings an attractive quality to Johanna, but in general the entire cast including George Coulouris (brought in for this one engagement) appear defeated from the start by the weight of M. Sartre's pessimism. Line after line is spoken portentously as if each character were unsuccessfully pondering its deeper significance. To the audience this quickly becomes monotonous, and only the most dedicated theatergoer will sustain the effort of thinking through dialogue that seldom leads to any emotional development. Whatever their director has told them may be fascinating and true, but it also appears to inhibit the sort of life and theatrical expertness this ambitious but austere work so desperately needs. But it is worth noting that even with the high-caliber British cast that appeared in the London production a few seasons back, *Altona* failed to run more than a couple of months.

*"Exactly! I find that for me ferocity works."*

SUSPENSE has become pretty much a derogatory word in the modern theater. It implies the use of tricks to tease an audience through material that would otherwise not be worth absorbing. Earlier this season, *The Right Honorable Gentleman* and *The Playroom* failed despite the fact that they did generate considerable suspense, for discriminating theatergoers quickly realized that the playwrights were deliberately working up the audience's concern for no other apparent purpose than to do so. And this sort of thing can be better and more cheaply had on TV. Now another suspense play, *Wait Until Dark*, by Frederick Knott, who fourteen years ago gave us *Dial M for Murder*, tries a slightly different approach to the same task. For his first two acts Mr. Knott does everything possible to avoid suspense. He is careful to see that the danger to which he exposes the blind young housewife is fairly tame and gentle. Three con men are simply seeking to recover from her apartment a child's doll in which $50,000 worth of heroin has been hidden. There is no need for brutality. One of the men poses as an



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

old Marine friend of the absent husband who will help her search for the missing doll, which through the connivance of the two accomplices is made to appear incriminating to her husband. Fully two-thirds of the play is hide-and-seek in which the only intriguing element is how ingeniously the con men are operating (and the recognition that given the same situation we, too, would have been taken in).

However, one of the strongest devices in the suspense writer's arsenal is the unexpected slipup. And Mr. Knott makes completely credible the housewife's exploitation of a few very small ones to arrive at a realization of the true state of affairs. Indeed, the unspectacular mechanics whereby this realization is achieved are responsible for the play's most truly dramatic moment.

In Act III the voltage is stepped up. But here again Mr. Knott keeps his play from becoming too implausible by keeping us aware of how the housewife plans to thwart the thieves, and by saving up a simple mistake on her part to complicate the most crucial moment. On the other hand, he has gone a bit sensational in one maneuver that evokes the evening's biggest scream. While one enjoys such a scream, the playwright is unable to top it in the essential final resolution, which now leaves us in the dark. We are let down because Mr. Knott hasn't saved a brilliant ingenuity for the end.

The play is well staged by Arthur Penn, and nicely performed by Lee Remick as the pretty housewife and Mitchell Ryan, Val Bisoglio, and Robert Duvall as the three invaders. But the relatively quiet first two acts that give the play its authenticity make us feel that the play has taken too long to get underway, and the tingling last act jumps the previously set standards of plausibility. Thus *Wait Until Dark* emerges as an admirable but only partly satisfactory attempt to achieve a play that will appear completely suspenseful and at the same time completely plausible.

## A Cultural Center with New Ideas

FORT WORTH, TEXAS.

A GROWING NEED in many American cities is the creation of performing arts centers for music, dance, and drama. Although the largest cities wisely divide such a center into a complex of separate structures, each specifically designed to insure the maximum effectiveness of one kind of presentation, communities of fewer than 500,000 people must often combine all performing arts in one auditorium. In such cases the designer and his consultants are faced with the frustrating task of compromising the ideal for each type of performance in order to make the auditorium satisfactory for all. However, the most sensible approach is the one advised by the American Theatre Planning Board for the Advancement of Standards in the Living Theatre.

This élite group of theater professionals advises: "Design your auditorium for maximum efficiency when used for its primary function, and make the least possible alterations in order to accommodate secondary functions."

The new William Edrington Scott Theater of the Fort Worth Art Center seems to have done exactly this. Since its primary function will be as an intimate concert hall, designer Donald Oenslager has fashioned an ornate blue and gold room seating 498 persons in fourteen steeply pitched rows. Overhead is a special acoustical ceiling calculated to direct the sound equally to all seats. And the blue-paneled walls are zigzag-shaped to prevent the echoes that a concave auditorium shape tends to produce.

Within this handsome room, the thirty-two-piece orchestra arrives most dramatically. First we hear them from the orchestra pit at the front of the auditorium. Then they are raised into sight on an elevator.

For the theater's other functions, the orchestra descends back into pit position, and some forty-two feet of wall glide upward to reveal a performing area. This area, which extends back thirty-three feet to a huge panoramic plaster cyclorama, will be used by local opera, choral, ballet, and drama groups. The latter will include visiting attractions from the Dallas Theater Center, and during the gala opening-night festivities that organization's director expressed great satisfaction with the facilities.

To the critic, the opening-night sample of each type of performance demonstrated that to obtain effective use of this stage will require a considerable period of adjustment and experimentation. For one thing, the brilliance of the auditorium demands a matching brilliance in scenic effects. For another, it is probable that the most dramatic position is the fifteen-foot forestage that can be provided by use of the raised orchestra pit. And something will have to be done about a black linoleum stage floor that picks up footprints.

Nevertheless, the potential is there, and Mr. Oenslager has managed to achieve a remarkable intimacy and beauty in an extremely original structure that will enrich the life of this forward-looking Texas community.

—HENRY HEWES.


"SEASON'S FIRST MUSICAL HIT!"
— NADEL, World Telegram

LERNER and LANE'S
ON a CLEAR DAY you CAN see FOREVER
A New Musical
STARRING
BARBARA HARRIS JOHN CULLUM

Eves.: $10.95, 9.25, 8.25, 7.25, 6.25, 5.25
Mats. Wed. & Sat.: $7.50, 6.25, 5.75, 4.75, 4.25. List alternate dates and enclose a stamped, self-addressed envelope.
MARK HELLINGER THEATRE
237 W. 51 St., N.Y. 10019

Largest operator of WORLD TOURS
AROUND THE WORLD with SITA
33rd Year

Ask Your Travel Agent
SITA WORLD TRAVEL
50 Rockefeller Plaza
Dept. R. New York 20

ROUND THE WORLD $2081
☐ 30-80 Days incl. air fr.
Weekly Departures. Fully Inclusive.
☐ EUROPE 22-80 Days $740
☐ ORIENT 20-30 Days $1588
☐ AFRICA 26-62 Days $1900
☐ SO. PACIFIC 12-65 Days $678
☐ HOLY LAND 22 Days $1313
☐ SO. AMER. 18-46 Days $1094
☐ HAWAII 8-15 Days $286
☐ MEXICO 7-39 Days $220
☐ STUDENT TOURS: Low-cost Adventure and Study Trips to "Everywhere". 66 Day European trips incl. steamer from $798.
Check folders desired.
Name
Address
City State

*If you like Ireland we'll send it to you six times a year.* Six times a year "Ireland of the Welcomes" magazine brings you Ireland. Stories. Poems. Pictures. The things that make it different and the things that keep it the same. Bean Sidhes, Gruagaches and Pucas.* Dublin: St. Stephen's Green, the Phoenix Park. Soft afternoons on the lake near Westport House, County Mayo. Guinness. Tweed. Waterford crystal. Tipperary. Connemara. Cork.

Ireland.

All yours to keep. Or give. For two years. For three dollars.

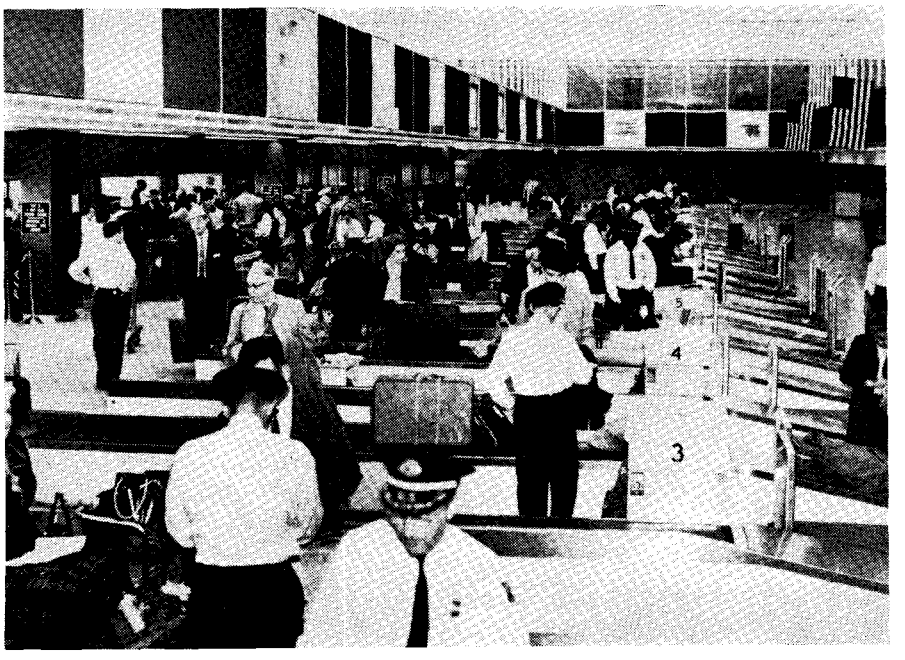
Address your cheques to:
Irish Tourist Board, Dept. SR
33 East 50 Street
New York, N.Y. 10022.

*Three kinds of Little People described by Kevin Danaher in a recent number.




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## The Strange Customs of the Natives



Port of entry—Travelers' baggage is inspected by customs officers.


**Want the best?**
**Let Hilton worry about it.**

And Hilton does worry about it. Consistently. Is always modernizing. Redecorating. Upgrading. Keeping buildings up-to-date. And nowhere in the world will you find better hotel and food services. Come see for yourself. **For reservations:** Call any Hilton Reservation Office (see phone book) or any Hilton or Statler Hilton hotel or inn.

**HILTON HOTELS**


IN OUR ISSUE of December 11, 1965, I ran a small box bordered in green—it might have been more appropriately edged in black—telling of my sad experiences in the bygone art of rum-running. In view of the new and rather strange customs laws that went into effect last October, which were supposedly put in to help correct the dollar imbalance, the amount of duty-free articles permitted to be imported was reduced from $100 in wholesale value to $100 in retail value, a change not likely to correct the dollar gap right off the bat. The amount of duty-free liquor, at the same time, was reduced from five fifths, or one gallon, to one quart, a change not likely to do anything to the dollar gap at all.

As I pointed out at the time, it matters very little whether the bottle of Scotch is bought at a duty-free port abroad or whether it is bought at the corner liquor store at home; the dollar loss will be the same. But the law, which was dreamed up and given a large push by the lobby underwritten by the mash makers of Kentucky, is now creating considerable confusion on the quays, and not a little hard feeling. Coming up from Mexico and landing in California, a state in which I do not reside, and carrying two bottles instead of one, I ran headlong into the net stretched by the Customs inspectors, who, though federal employees, also act on behalf of the state. The State of California, which continues to pout over the web of difficulties that European countries have spun to discourage the importation of California wines, has replied in kind. The state follows the federal law to a T. One bottle and one bottle only may be brought into the state duty-free. Anything over that is simply confiscated. No questions, no commiseration.

The modest box, which was headlined "The New Prohibition," inspired a flurry of mail from travelers recounting their own experiences which seem to vary according to which port of entry in the U.S. one fetches up at. A sun-basker from New York dashed off this missive:

> Huzzah! Huzzah!
> The following may be of interest for your little black book. On November 28 I entered the U.S. via Puerto Rico Customs, coming from St. Martin with five bottles of spirits: 1 Courvoisier, 1 J. and B. Scotch, 1 Dubonnet, 1 Cinzano, and 1 Bristol Cream Sherry.
> After fifteen minutes of confused conjecture on the part of the Customs inspectors, plus another five minutes standing in line to pay the bill, I had to fork over 56 cents! Now somebody's off his rocker.

Another New Yorker who cleared U.S. Customs in Bermuda was carrying four bottles above the single duty-free bottle. She paid 75 cents in customs duty plus



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# If our nose is in the air, it's for a reason.

It's not because we're stuck up. BOAC stuck up?)

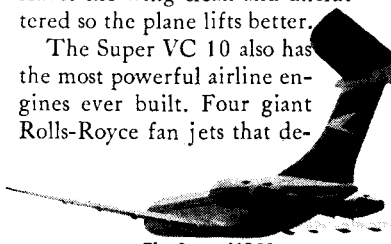
It's because we've got a jet that ets off the ground in a hurry.

The Super VC 10 takes off 25% ıster than any other transatlantic et. And lands a 20 mph slower.

In other words, no sooner do ou buckle your seat belt for take-ff, than you take off your seat elt and buckle down to a nice ıartini. The whole thing happens hat fast.

You see, the Super VC 10 has its engines back by the tail. This leaves the wing clean and uncluttered so the plane lifts better.

The Super VC 10 also has the most powerful airline engines ever built. Four giant Rolls-Royce fan jets that deliver over 40 tons of thrust for take-off, and more than 30,000 horsepower for cruising flight.



The Super VC 10

It's a powerful airplane.

It's also a comfortable one.

It has an air-conditioning system that keeps the plane nice and cool all the time (even when it's waiting on the ground.)

It has a new economy-class seat with lots of extra leg-room. (Wilt Chamberlain says it's the best he's ever sat in.)

It has a cabin so quiet that at 600 mph the loudest noise you hear is the rustle of the stewardess' skirt.

If you're planning a trip to London, Nassau, Jamaica, Freeport, Bermuda or Lima, take a Super VC 10.

Then you'll know why we're so proud of it.

**BOAC**
**AND BOAC CUNARD**
SERVICES OPERATED FOR BOAC CUNARD BY BOAC

The Super VC 10 flies daily from New York to London, Bermuda, Nassau and Jamaica. Also three times a week to Lima. Once a week to Freeport. Also from Boston and Detroit to London. Effective February 28, from Chicago to London. See your Travel Agent or call British Overseas Airways Corporation.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CRUISES TOURS

For

TRAVEL

everywhere

Tickets for all international air, and sea services at published fares; Independent travel arrangements made to your order

and for travel

SERVICE

anywhere

World's largest and most experienced travel organization. Over 400 offices in more than 60 countries to serve you here and enroute

Book with

COOK'S

125th Anniversary Year

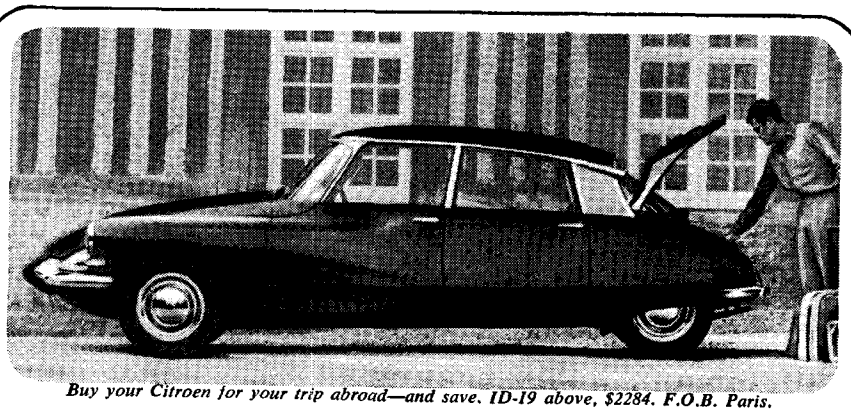
SR-2

Mail this coupon to THOS. COOK & SON 587 Fifth Ave., New York 17, MU 8-4000

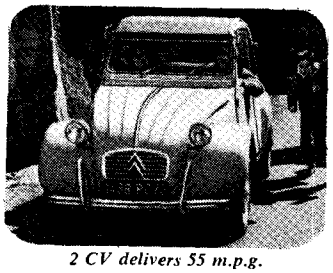
Please send me your booklet "TRAVEL IDEAS," listing dates, ports and rates for all cruises, transatlantic and Pacific liner services, air tickets; synopsis of tours to all continents.

NAME _____ ADDRESS _____

CITY _____ ZONE _____ STATE _____



Buy your Citroen for your trip abroad—and save. ID-19 above, $2284. F.O.B. Paris.



2 CV delivers 55 m.p.g.

a car is a must in europe!

Citroen is your best choice with a model for every need and a plan for every budget. Purchase your Citroen at your Dealer here and save as you take factory-direct delivery in Europe. Then ship it home for further savings. Write for complete European Delivery information.

CITROËN

Citroen Cars Corp., Dept. SR-62
*East:* 641 Lexington Ave., New York, New York.
*West:* 8423 Wilshire Blvd., Beverly Hills, Calif.

Send me free brochures on European Delivery of Citroen cars.

Name _____

Address _____

City _____ State _____

$7.88 to the Internal Revenue Service, for a total of $8.63.

To carry the mess a little farther, an out-of-stater carrying more than one bottle into California as his point of reentry into the U.S. had all his bottles, save one, confiscated, but a Californian returning home via Montreal wrote to say he cleared U.S. Customs while in Canada, paid a small duty on his four extra bottles, and flew home unmolested.

Some of the most interesting reflections on this law and its varied interpretations have come in a long letter from a clergyman in Texas. Said he:

> Some agent-inspectors have interpreted the message to pertain only to hard liquor and not to wine or beer or ale. Common sense would suggest that alcoholic content as a percentage of the volume or the cost of the beverage might be a more fair way of determining the exemption. . . . Under the new regulations one may bring in a quart of 100-proof gin, which costs about $1.80, but he may not bring in three bottles of beer, which cost less than a quarter in Mexico. . . . It is fascinating to think of the liquor lobby moralizing about booze, but that was exactly what they did when they cut the personal import quota to one quart. If I go to Mexico and buy $92 worth of axe handles and four fifths of Kahlua, the dollar drain is exactly the same as if I had bought $98 worth of axe handles and one fifth, but somehow the booze industry conned the government into insisting on the latter as somehow better.

*SR*'s green-bordered box also produced a lengthy dissertation by Lester D. Johnson, Commissioner of Customs, who wrote to say that there was no specific limitation under federal law on the quantity of alcohol that may be imported provided that federal tax or duty is paid. However, the law as interpreted and quoted by Commissioner Johnson also denies the right of any customs officer to release alcoholic beverages destined to any state in violation of that state's laws. California restricts the import right to licensed importers, except that a person arriving in California can bring in the quantity of alcoholic beverages that is specifically limited by the customs exemption and no more.

One can assume, therefore, that the inspector in Montreal should not have let the California-bound resident carry in the four extra bottles. Worse yet, agents will, apparently, now have to obtain an affidavit from passengers indicating to which state they are returning. When the friendly laws of California begin to annoy the traveler, we can only assume he will find other U.S. gateways by which to return to this country. People who live in California will be stuck with it.

The recent tightening of U.S. customs



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Young innocence and wicked history at the Bloody Tower

These choirboys singing in front of the Bloody Tower are from St. Peter ad Vincula—a Royal Chapel within the Tower of London.

The Bloody Tower is one of *twenty* towers in the Tower of London. Here, in 1483, two little princes are said to have been smothered on the orders of Richard III.

You will be shown around by the Honorary Members of the Queen's Bodyguard of the Yeomen of the Guard (Beefeaters). You can see two in the picture.

They'll show you the Crown Jewels; the Traitor's Gate; and the block on which two of Henry VIII's wives were beheaded. The surroundings are bloodcurdling, but the Beefeater guides are the friendliest in Europe.

Mail coupon for *another* friendly guide—free 56-page color booklet "Vacations in Britain." And see your travel agent.

This is a mailing label. Please *type* or use *block letters*.

**British Travel, Box 923, New York, N.Y. 10019**

TO:

NAME

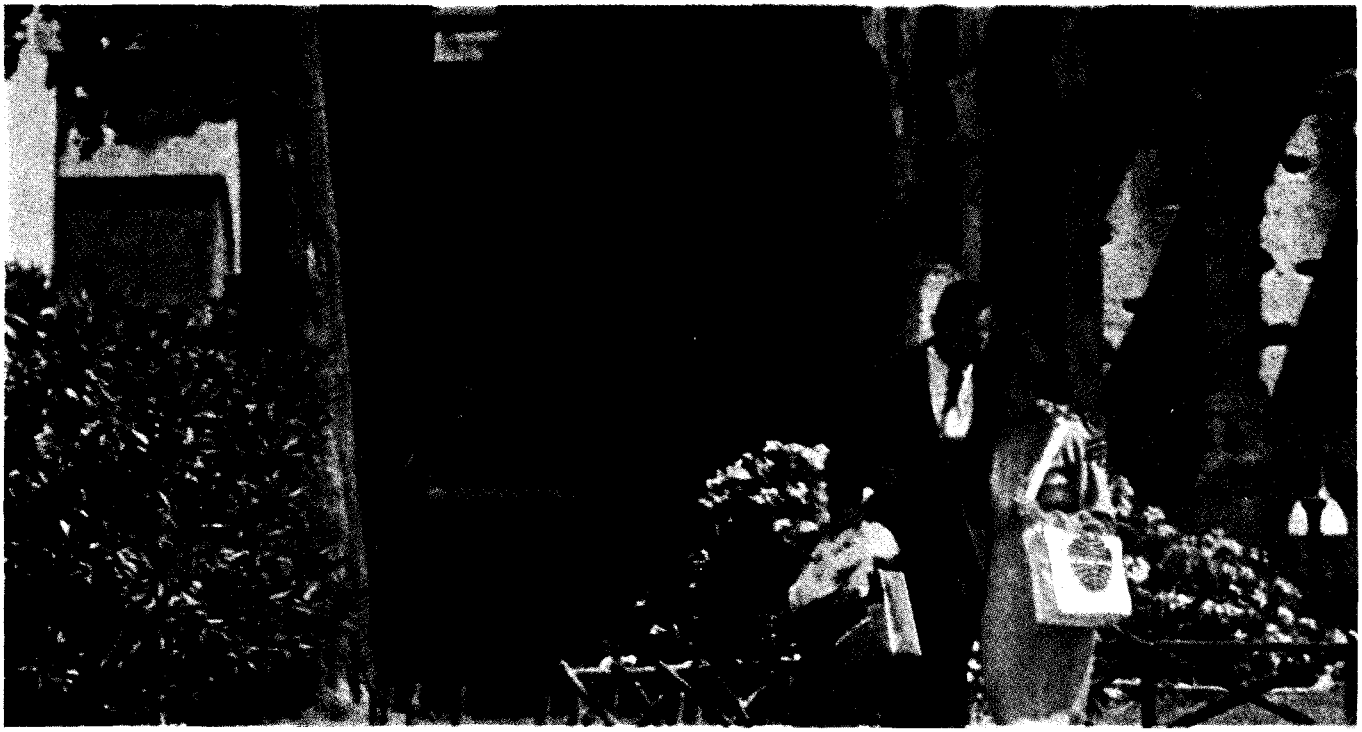
ADDRESS

CITY STATE ZIP

813

*British Travel: New York—680 Fifth Avenue; Chicago—39 So. LaSalle St.; Los Angeles—612 So. Flower St.; Also Offices in Canada.*

PRODUCED 2008 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# Let someone else mow the

**You come to Europe with us. We fly straight through to 27 European cities, twice as many as anyone else. Wherever you go, you'll find Europe ready for the time of her life. And you'll find some birthday parties that will never happen again.**

**You're invited, naturally. There'll be champagne on Monte Carlo's 100th. A dozen sprightly wines as Mont St. Michel turns 1000. Tipsy cake as Westminster Abbey remembers 900 stately years.**

**And now it's blessedly easy to plan your trip like a pro. We have this little book called "How To Get That Trip To Europe Off The Ground." It's free. All you do is fill out the coupon at right. But more about that later. Europe's impatient to see you.**

The cities and towns and villages ar
scrubbed and sunny and ready to swing
The mountains and plains and valley
and seashores are waiting.

Europe wants you, this very summer
And we'll take you there, to anythin
you want to do, anything you want to be

Be a water baby. In a punt, in a gon
dola, on a river steamer. On a barge
on a bateau mouche, on a hydrofoi
Or on the beach at St. Tropez.

Be a steely-eyed gambler, in the casi
nos. Nonchalantly rake in a small for
tune in drachmae, francs. schillings
kroner, marks, crowns or even dinars

Be an international golfer at St
Cloud, St. Andrews or Estoril. Dine ou
sumptuously, on truite bleu, Kartoffel
puffen, paella or pasta galore.

Be a night person in London, Pari
or Rome. Then sleep late in Zagreb
Corfu or Positano.

Do it all, or do as you please. Bu
please be there.

### Getting there's a cinch

We'll make it all very easy. We have
the most flights by far. As many as 23

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# lawn this summer.

PAN AM

ights a day from the U.S. to Europe ll summer long.

A Pan Am Travel Agent can smooth he way. Ask him about our Extra Cit- es Plan that can show you as many as 0 cities for the price of one. And about ur new low fares.

### New low fares

Starting April 1, our tours, group fares nd 14-21 day Jet Economy tickets will e lower than ever (subject to Govern- ment approval). Example: Rome was $446 round trip from New York, will be $409. Spend the difference in Rome.

You can pay us now, if you like. Or pay in monthly installments with your American Express Credit Card or our Pay-Later Plan.

### That little book we promised

Everything's easy about Summer Europe '66. We have a free book that takes care of the details. It's called "How To Get That Trip To Europe Off The Ground." And it's full of must information. How to get your passport. How to rent a car. How to get in on any one of scores of Pan Am Holiday Tours. How to buy a car for hundreds less than here. Customs procedures. Mistakes you won't want to make. You can't buy this book anywhere, but we'll be glad to send it to you free. Just mail in the coupon below.

You see, we really want you to come with us to Europe this summer.

We'll start you off right. We'll entertain you with Theatre-in-the-Air, a movie plus 9 shows for personal listening. (It's now playing on most flights.) We'll wine you and dine you in the grand manner of *Maxim's of Paris*. And you'll know you're flying the very best there is, wherever you go.

A good feeling, to be sure.

**World's most experienced airline**

FIRST ON THE ATLANTIC
FIRST ON THE PACIFIC
FIRST IN LATIN AMERICA
FIRST ROUND THE WORLD

Pan Am, Box 2212
Dept. 376, Boston, Mass.

Please send me a free copy of "How To Get That Trip to Europe Off The Ground."

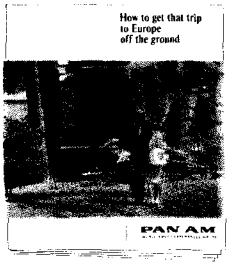
*Name*_____

*Address*_____

*City*_____ *Zip Code*_____

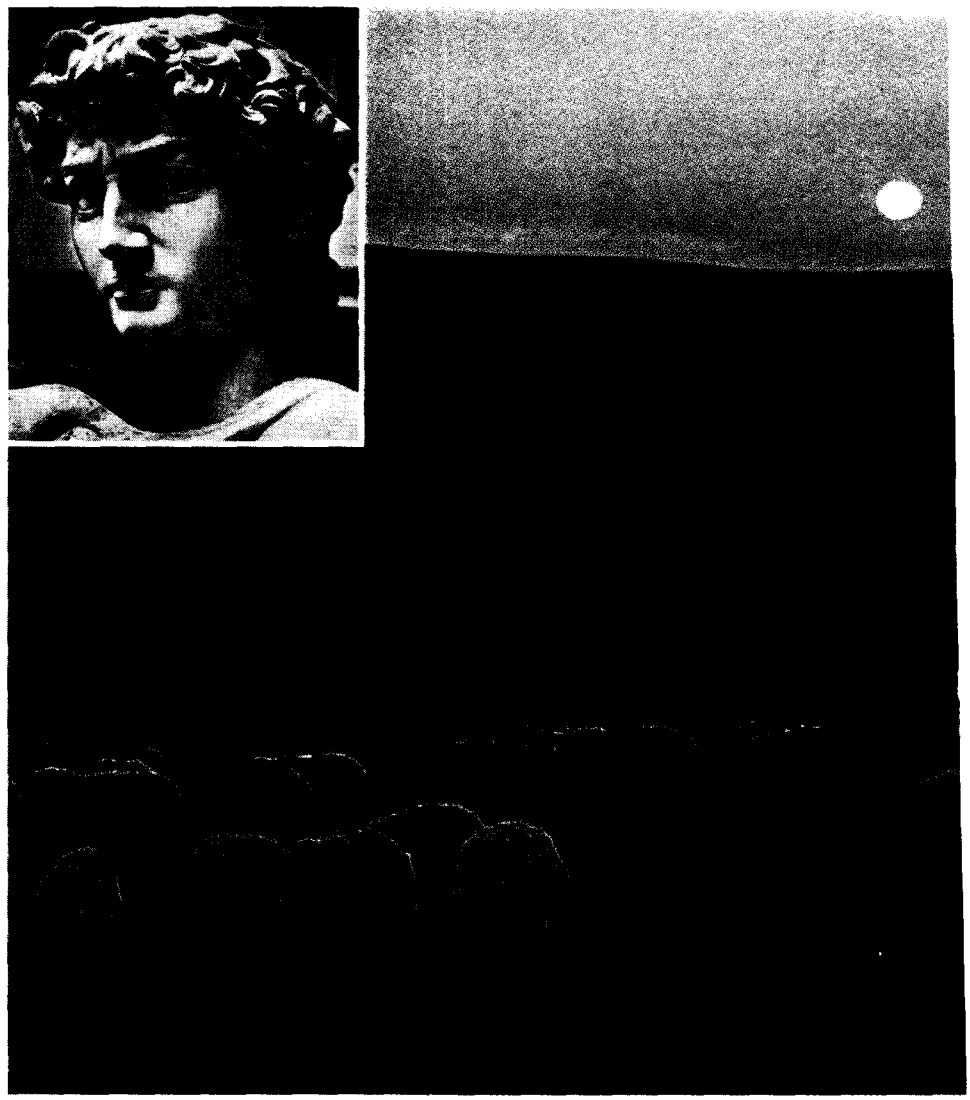
*State*_____

I *insist* on going somewhere else this summer, so please send me a copy of ☐ "How To Get That Trip To The Caribbean Off The Ground," ☐ How To Get That Trip To Hawaii And The Pacific Off The Ground."




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# You've seen the statue of David; now see where he walked.



You can walk through the streets and alleyways of Jerusalem and out into the Judean Hills, and you will find yourself gazing at a completely bizarre landscape, yet one that is strangely familiar to you.

And this is the remarkable thing about seeing Israel. You know with certainty that David, the shepherd who became king, and Solomon, and all the prophets walked the same paths, gazed at the same landscape, drew inspiration from the same stony hills, the same sky so blue, that it seems almost unreal.

The supreme paradox: the unreality that leads to reality. You know the feeling within you is real because you experience it so fully. And all experience in Israel leads to one thing — a sense of holiness which hovers over the land.

Take Mount Zion, for instance, where every path, every tree, every ruined wall shares some portion of biblical legend.

There Isaiah had prophesied, Stephen had been stoned, Peter had hidden in a cavern, Bathsheba had bathed in full sight of David. And there the Last Supper had taken place.

From Mount Zion you can retrace the steps of Canaanites and Assyrians, Romans, Crusaders, and Moslems, and enter the Valley of the Cross where, above a Byzantine-Crusader monastery, you will find the Israel Museum and the Shrine of the Book which houses the precious Dead Sea Scrolls.

Everywhere, the land speaks of the Bible: from the Galilee to Eilat, from Mt. Carmel to Nazareth.

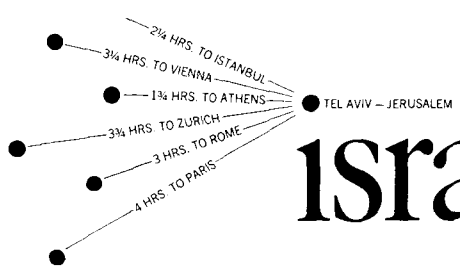
And everywhere you'll see the marvelous efforts of modern Israel to restore the Promised Land to the original lushness depicted in the Bible.

But the landscape is as spectacular as it is rich in biblical lore.

In fact, if you could forget the biblical associations for a moment, if you could forget, too, the miracle of modern Israel, you could appreciate Israel simply because it is so beautiful.

One thing is certain: your trip to the Promised Land will be the most memorable you'll ever take in your life.

And that's a promise.




israel

Contact your travel agent or Israel Government Tourist Office, 574 Fifth Avenue, New York, NY 10036. Also Chicago, Los Angeles, Atlanta, and Canada.

PRODUCED BY ARTSTOR
ELECTRONIC REPRODUCTION PROHIBITED

**Smuggled marijuana—A customs officer at work under an automobile.**

laws, so long so liberal for returning tourists, may lead some Americans to think that the imposition of import duties is a public harassment of local and recent invention. Actually the fine art of charging the citizen for goods brought in from abroad can, like so many other cultural refinements, be traced to the ancient Greeks. Most Greek city-states without a budget or a system of public finance subsisted on income taxes imposed on the rich. Athens was different. Instead of income taxes it met its expenses by property taxes and, since it was a center of world trade, by levying small duties on imports and exports. There was apparently no attempt to tax goods that came by land and no attempt to curb evasion. Rhodes, too, as a commercial center, levied customs duties, and in 170 B.C. collected a million drachmas. To destroy the supremacy of Rhodes, Delos was declared a free port, the St. Thomas of its day. Both the Old and the New Testament mention customs duties. Matthew was a collector of customs in Galilee and Jesus called him from "the receipt of customs."

England was in the customs-collecting game by 979, and perhaps earlier. One

**At the Canadian border—An inspector helps a traveler fill out a customs declaration.**


# Europe Bound? Any New Foreign Car

any European car can be yours at the tax-free price if you're going to Europe. Auto-Europe, the leading dealer for all foreign cars, delivers your car where and when you want it. RENTAL abroad, too—*all* plans ■ For *free* manual, "The ABC's of European Auto Travel", see your travel agent or call or write

**auto/europe** Dept. 11

Name.....

Address.....

Car preference (if any).....

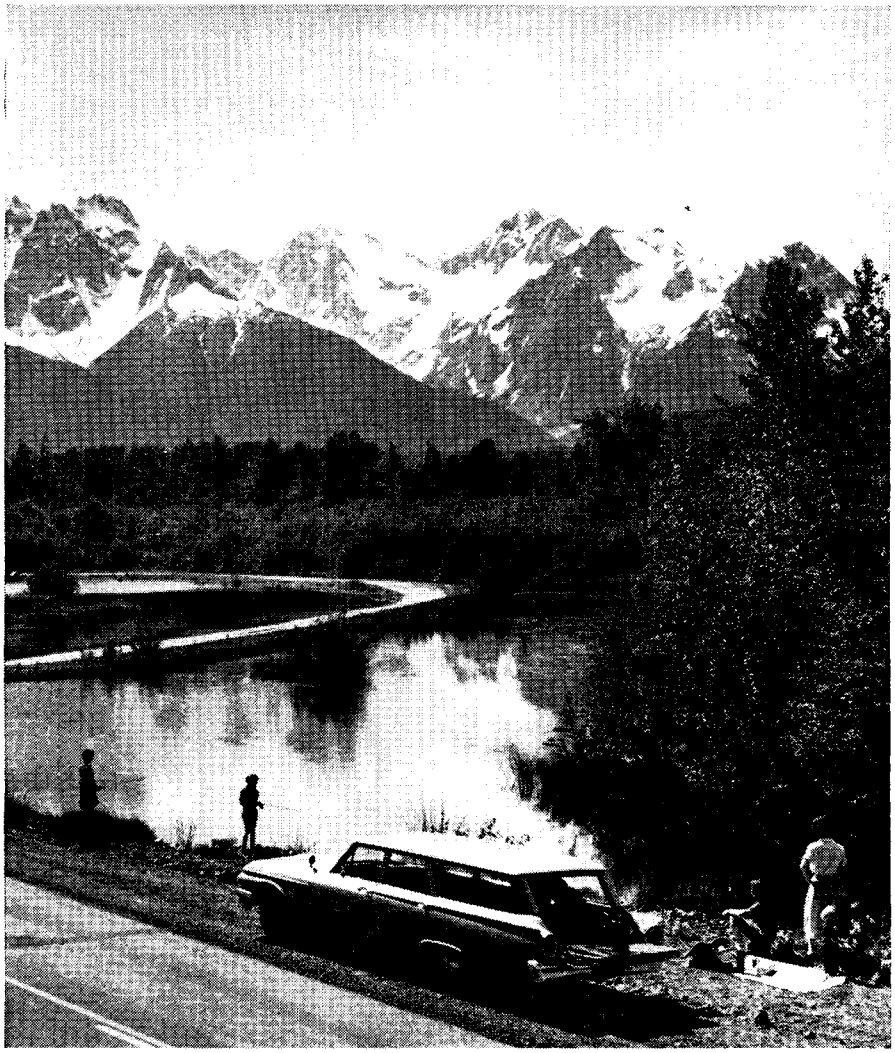
*New York:* 25 W. 58 St. PL 2-2424. *Chicago:* 18 S. Michigan Ave. FI 6-1361. *Beverly Hills:* 268 S. Beverly Drive. TR 8-3535. *San Francisco:* 150 Powell St. EX 2-7894. *Seattle:* White-Henry-Stuart Bldg. MA 2-3456. *Vancouver, B.C.*

**Your Vacation Tempo is Yours to Decide... at the ARIZONA BILTMORE**

Live as actively or relaxed as you wish. Revel in the luxuries of a 1164-acre estate with its own 18-hole championship golf course, 26 miles of scenic horseback trails and, of course, tennis courts, putting green and swimming pool! • Or laze in the spacious cabana area where you can dine poolside, tan in the perennial sunshine and, evenings, dance under the stars! • Gourmet cuisine, gracious service, and European or American plans!

*For pictorial folder and rates, contact Henry B. Williams, President; consult your Travel Agent, or call your nearest Robert F. Warner/Glenn Fawcett Office*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# MEMO TO LBJ:

## Alaska is doing okay on its roadside beautification program.

We had a head start, of course. Alaska was born with 360,000,000 acres of unspoiled beauty. Our job was simply to build the roads, the hotels, the lodges, the nice places to stay. Plus furnish fast service to the state by bus, ship, ferryliner, and modern jet. The rest nature did for us.

Today you can be exploring Alaska's fjords only three jet hours from San Francisco. Take a Midnight Sun stopover en route to Europe or the Orient. There's a new Pacific Inside Passage ferryliner link enabling car or bus travelers to journey from Seattle to Alaska's fabled coastal cities *in less than six hours total driving* — and connecting highways beckon to the colorful Gold Rush heartland. Or you can take a luxury ship out of Vancouver, Canada and just sit back and soak up the scenery without lifting a finger.

So why not plan your *once in a lifetime* trip to Alaska this summer? It's easy, comfortable, and spectacular.

And think of the stories you'll have to tell.

Alaska Travel Division
Box SR-6, Juneau, Alaska, U.S.A.

**I'M SOLD! (Well, almost)**

Please send me all the maps, information on prices, what to wear, transportation routes, and places to go and things to do.

NAME _____

ADDRESS _____

CITY _____ STATE _____

of the laws laid down by King Ethelred II said:

> Every small vessel arriving at Billingsgate shall pay to the tax gatherer one obolus; if of greater tonnage and mast rigged one denarius. If a ship shall arrive and anchor there, four denarii shall be paid to the tax gatherer. Vessels laden with timber shall pay one log to the tax gatherer.

The Magna Carta gave the right of free commerce to all merchants in and out of England "without any manner of evil tolts by the old and rightful customs, except in time of war." Across the Channel, however, Europe was a tangle of customs barriers that hindered trade and trapped the merchant in both national and local taxes. Until the arrival of Louis XIV on the throne of France, merchants doing business in Gaul were faced with five sets of export levies, four sets of import levies, and hopeless confusion.

THE quaint idea of imposing a tax on foreign goods was first brought to America by the Dutch in 1651 when the governor set up a system of tariffs for the port of New York. When the British took over in 1664 they perpetuated the Dutch system. It was the beginning of a long series of entanglements with the colonists, among whom smuggling became a popular pastime. The Sugar Act, demanding payments on lumber, food, molasses and rum, and the Stamp Act, requiring the purchase of stamps for all imports, were both passed in 1764. Britain thought the taxes thus gathered would defray the cost of maintaining troops in the colonies, but the merchants boycotted English goods rather than pay the cost of quartering soldiers in their own cities.

After the Revolution President Washington sought to avoid financial collapse by ordering customs duties levied by the central government. The U.S. Customs Service was organized in 1789 and the first ship into harbor, carrying a cargo from Italy, paid tariffs of $774.71. The first year in operation, U.S. Customs collected more than $2,000,000. From then until 1913, when Congress adopted the income tax amendment (largely at the prodding of a young Tennessee lawmaker named Cordell Hull), the U.S. subsisted mainly on the revenues collected by customs.

Nathaniel Hawthorne, Herman Melville, and Chester A. Arthur were among the better known collectors of customs. In Arthur's day the customs job was a political windfall second only to a Cabinet appointment. In the Port of New York, where Arthur was appointed, it meant control of hundreds of spoils jobs, it helped in the campaigns for party

(*Continued on page* 100)



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Some people think dancing
s for kids,
find Rome dull,
and never fall in love after
he age of 23.

Some people should never
ly with us.

We fly to 85 cities in 51 countries all over the world.
Yet, most of our passengers all speak the same language.
It has nothing to do with where they live.
It has a lot to do with knowing how to live.
So, if you'd like to fly from New York, Boston, Chicago, or
Montreal to London, Lisbon, Milan, and Rome, we hope you'll
ask your travel agent whether you qualify to fly with us.

ALITALIA
AIRLINES

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## SR GOES TO THE MOVIES

### Peyton Chase

IF NAMES alone were a guarantor of an excellent movie, *The Chase*, a production of Columbia Pictures Corporation, would have to be ranked among the best. Merely glance at the impressive line-up:

Producer: Sam Spiegel, generally regarded as the best of the category; a man whose films include *Bridge on the River Kwai, Lawrence of Arabia, Suddenly Last Summer.*

Director: Arthur Penn, noted for his direction of the successful stage and screen versions of *The Miracle Worker*; films include *The Left-Handed Gun* and *Mickey One.*

Writer: Lillian Hellman, considered America's leading woman playwright, Pulitzer Prize-winner and all that. (Her screenplay is based on the novel and play by Horton Foote, no slouch himself.)

Star: Marlon Brando, almost universally thought of as America's finest actor, despite considerable evidence to the contrary.

Cast: Includes E. G. Marshall, Jane Fonda, Janice Rule, Robert Redford, James Fox, and Henry Hull. While none of these can ensure a picture's box-office success, they tend, on the whole, to bring to it an aura of "class."

Having seen *The Chase*, I must sadly report that all of the above "names" have failed us. They have managed to turn out an exaggerated, violent, unintentionally ludicrous account of a Southwestern town losing its collective mind, the lurid events all telescoped into a twenty-four-hour period during which the following occurs:

A young man, formerly a resident of the town, breaks jail, heads homeward, now suspected of being a murderer along the way.

The sheriff (Marlon Brando) tries to find the convict, first in line of duty, then to save him from mob violence.

The town tycoon (E. G. Marshall) attempts to tamper with the sheriff's dedication, meets failure.

A young vice president of the tycoon's bank becomes guilt-ridden over having foisted a bad reputation on the convict.

Meanwhile, his wife (Janice Rule) carries on drunkenly with another of the bank's vice presidents.

*That* vice president's wife is an utter drunk and, knowing what her husband is up to, looks around for sexual activity of her own.

The son of the tycoon (James Fox) not only drinks too much, but is not in love with his beautiful wife (Diana Hyland), and loves instead the wife (Jane Fonda) of the convict.

Decadent parties take place all over town, residents insult Negroes who walk the streets, an old fellow (Henry Hull) snoops around with his wife, a malicious gossip. Led by one of the bank vice presidents, otherwise respectable citizens beat up Sheriff Brando to within an inch of his life. Brando makes a remarkable recovery, tries to protect the convict in a junkyard, which is set afire by a hell-raising mob. Having completely failed to maintain law and order and to protect the convict, Brando manages to give the impression that decency has at last won the day.

That's a brief summary of the events, and, if you like incident, be assured there's a good deal more in the film. The film also has a lot of the kind of primitive social consciousness people used to think of as bold and courageous in the Thirties. May we expect some good acting? Well, Brando is about up to his recent par through the first half, but seems to be overcome by the general hysteria as the film proceeds. (Angie Dickinson, as his wife, by the way, is one of the few members of the cast who manages to give a restrained, reasonable facsimile of a human being through her performance.) Sex-crazed through the whole film is Janice Rule, who gives the role not only her all, but a good deal more. Net effect: parody. Same for E. G. Marshall (and he, with Henry Hull, gets most of the unintentional laughs). Jane Fonda gets an interesting acting twist by combining an Eastern finishing-school accent with what I guess is small-town Texan. James Fox, a British actor, has the most unusual Texas accent of all—slurred, sort of. As the convict, Robert Redford has several poetic moments, and runs a lot. Miriam Hopkins as his mother—well, best to avert one's embarrassed eyes from the screen when she's on. The moral of the film is that a dull, depraved, corrupt town will behave in a crisis just like a dull, depraved, corrupt town. —HOLLIS ALPERT.

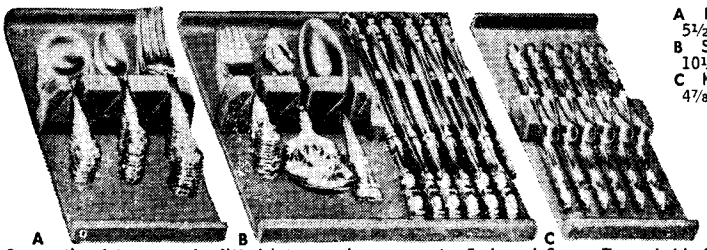
### Fighting Back

THIS past November producer Otto Preminger spent an uncomfortable week in a New York courtroom in an effort to protect the work of director Otto Preminger from the depredations of television. His contracts with Columbia, Preminger maintained, guaranteed him the right to the final cut on his picture *Anatomy of a Murder*, and he was not about to relinquish this hard-won concession to some anonymous editor in a network cutting room. The impact of his work, he pointed out, could easily be destroyed by the arbitrary insertion of commercials, not to mention television's notorious penchant for eliminating footage to make a picture slip more readily into a conventional time slot.

A few weeks ago Mr. Preminger lost his case—largely, it would seem, on a technicality, the court maintaining that since he knew that film companies made it a practice to sell pictures to television at the time he made *Anatomy*, provisions for this eventuality should have been spelled out in the original contracts. Pending an appeal, he has been able to halt the editing (but not the showing) of his picture on television, and has brought still another suit against Columbia and Screen Gems charging violation of antitrust statutes by selling *Anatomy* to television as part of a package of some sixty films produced since 1950.

Meanwhile, director George Stevens, on the basis of a suit filed earlier against NBC-TV, Paramount Pictures, and Paramount Television, has succeeded in obtaining an injunction against a March 12 telecast of his *Place in the Sun*. Undaunted by Preminger's experience, he


*Convert your drawer into a*
**Pacific Silver Cloth-lined Silver Chest**



A Fork & Spoon 5½ x 11¾ x 2¼
B Starter Tray 10⅛ x 11¾ x 2¼
C Knife Tray 4⅞ x 11¾ x 1

A B C

Our sectional trays can be fitted into any drawer, can be removed at will for place setting or silverware cleaning. No need to line the drawer itself. Trays are covered with "Pacific" cloth which prevents tarnishing. Maximum tray height 2¼".

A—Fork and Spoon Tray—holds 36 pieces 2.50
B—Starter Tray—holds 48 pieces —including 12 knives 3.95
C—Knife Tray—holds 12 knives 2.50
Weighed Pacific Cloth Blanket—18" x 27" 2.69
(Add 59¢ postage and handling per order)

**HERE'S HOW CO., Inc., SR-19, 59 Tec Street, Hicksville, N. Y. 11801**
New York State residents add 2% Sales Tax




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

intends to push his case on the basis that his original contract for the production had guaranteed him full artistic control over every aspect of his film. Since plans for *A Place in the Sun* had begun as early as 1945 (even though it was not released until 1951), Stevens feels that the arguments that toppled the *Anatomy* case would not apply.

The significance of both suits is that they involve not money but principle—a principle that, to date, only a handful of directors have been able to wrest from their studios. Full artistic control, they feel, must mean just that, regardless of the medium in which their work is exhibited, or else it means nothing. Stevens was especially indignant when he learned that NBC had screened *A Place in the Sun* only once to determine where to place its commercials; he himself had spent over a year on the editing alone.

One hears a great deal today about artistic integrity. Mr. Stevens and Mr. Preminger deserve congratulations for actually displaying it. Their efforts, if successful, will contribute to the dignity of their profession—and will perhaps improve the quality of film shows on TV.

—Arthur Knight.

# A Letter from the Pygmies

**By Theodore Weiss**

Dear Whoever-You-Are-That-You-Are,

WHATEVER chance this has of reaching You,
I write to try to bring You up to date.

I cannot, little as I join them
in their skills at hunting,
undertake Your tigers. Rarely
do Your lofty auks invite me
to the confabs of their aeries.
Pastimes Leviathan delights in
never has he offered to share
with me; never has he proffered
island back or cove-snug belly.

Still there is the cat Hoppy
who, whatever our blandishments,
those ruses mind and kindness fancy,
as he cannot drop his creaturehood,
claws flying in his pleasure, takes me
some good distance into Your creation;
dew starlit on his fur, the fields
wherein Your wonders grow he smells of.
And when, unblinkingly, he fixes me
as though he were upon the scent

of rabbit, mouse, or other friend,
I know the instantaneous delight
of terror. So elation finds me
in the chickadee that bobs,
a dove not surer of its perch,
upon our stormy window-bush,
skullcap awry like any plucky Jew's,
a Job in synagogue of ashes, cries;
as Hoppy bats the pane, it never
budges from our fat-packed rind.

In brief, though there's a scheme
afoot to blow Your ark and all in it
sky-high, to pitch a cloudy, climbing
tower that will prove—as it converts
the earth—one monument, one tomb,
I know by feelings slinking, preening
deep inside, as by the terror, awe,
of gratitude and joy that mercilessly
sprout in me, their booming root,
the ark's still riding, riding high.

So from time to time, what time remains,
I'll do my best to keep in touch with You.

Faithfully Yours, Theodore

Rent a villa this year and make it a family holiday at your favorite playground in Europe or the Caribbean. 3000 villas to choose from. Maid service included. Nannies a trifle extra. Other domestics for a pittance. Yachts for rent, too.

*Send for our intriguing free brochure or ask your travel agent.*

ivy™ International Villas & Yachts, Inc.
Dept. S-2 28 Church St.
Cambridge, Mass. 02138
(617) 868-0500

WFF'N PROOF

The GAME for THINKERS

Can you solve this problem?

1. There are three numbered statements in this box.
2. Two of these numbered statements are not true.
3. The average increase in I.Q. scores of those who learn to play WFF 'N PROOF is more than 20 points.

Is statement No. 3 true?

A NEW DIMENSION IN EDUCATIONAL GAMES designed by Yale Professor Layman E. Allen

WFF'N PROOF

Box 71GG New Haven, Connecticut

Please send me . . . WFF'N PROOF game/s @ $6.25 each (including $.25 for postage and handling). I enclose $..... and understand that if I am not completely satisfied, I can return the kit in 10 days for a full refund of the purchase price.

Name .....

Address .....

City ..... State ..... Zip .....

**Refund and return privileges guaranteed!**

*Dealer Inquiries Invited*




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Dropouts?

# No, Sir!

Slow learners can be learners...not dropouts. Of course, they need understanding. They need success. They need special methods and materials. When they get these, they learn—and learn well. We at Follett are proud of the success our unique Basic Learnings Programs are having in helping teachers move thousands upon thousands of students classified as slow learners back into the mainstream of school life...instead of into the unemployment line. Would you like to know more?

*We invite your inquiry to Dept. D.M.*

FOLLETT PUBLISHING COMPANY
1010 West Washington Blvd., Chicago, Ill. 60607
DIVISION OF FOLLETT CORPORATION—FOUNDED 1873

**EDUCATIONAL MATERIALS FOR A WORLD OF BETTER LEARNING:** Slow Learner Programs in History, English, Reading, and Vocational Areas . . . Adult & Young Adult Basic Education Programs . . . Elementary Social Studies Program . . . City Schools Primary Reading Program . . . The New Spelling & Writing Patterns Program . . . The New Elementary Music Program "Discovering Music Together" . . . Programs for Pre-School and Kindergarten . . . Foreign Language Dictionaries . . . The Frostig Program for the Development of Visual Perception . . . Over 600 Children's Books . . . and many others

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# EDUCATION IN AMERICA

*Education Editor:* PAUL WOODRING
*Associate Education Editor:* JAMES CASS

EDITORIAL **67**

LETTERS TO THE EDITOR **68**

EDUCATION AS SOCIAL INVENTION
*By Jerome S. Bruner* **70**

COLLEGES GRADUATE VISUAL ILLITERATES
*By A. D. Trottenberg* **73**

CALL ME BY MY RIGHTFUL NUMBER
*By Ellen Payne Paullin* **76**

REACHING THE CULTURALLY DEPRIVED
*By Terry Borton* **77**

PERSONAL OPINION: AND GLADLY STRIKE?
*By James S. LeSure* **79**

THE EDITOR'S BOOKSHELF **80**

BOOK REVIEW
*"College Programs for High School Students, Summer 1966," reviewed by James Cass* **81**

WHY STUDY ABROAD PAYS OFF
*By Richard T. Stavig* **82**

TRAVEL WITH A PURPOSE **92**

*This monthly supplement is sponsored by the Charles F. Kettering Foundation. The editors of SR retain responsibility for its contents.*

*Correspondence for the Education Supplement should be addressed to: Education Editor, Saturday Review, 380 Madison Avenue, New York, N.Y. 10017.*

## *No Easy Solution*

THE PROBLEM of de-facto segregation in the public schools of large northern cities is not being solved. It grows more acute each year because of decisions made, not by school officials, but by parents who remove their children from the city schools.

Under our system any parent who has the financial resources may choose the schools his children will attend, either by moving to a new school district or by selecting an independent or parochial school. Since the end of World War II, millions of affluent white families have moved to the suburbs. Meanwhile, millions of less affluent Negroes have moved from the South to the central cities of the North. Of the white families who have remained in the cities, many have chosen to send their children to nonpublic schools.

As a result of these decisions of individual parents, the public school population of Washington is more than 85 per cent Negro. In Baltimore, Detroit, St. Louis, Chicago, and Philadelphia fewer than half the children in the public schools are white. If all states were to pass laws similar to that of Massachusetts which attempts to achieve desegregation by requiring that each school have at least 50 per cent white children, many Northern cities could not operate their schools. There are not enough white children available to provide such a balance.

Though racial prejudice remains a blot on the face of the nation it is by no means the only reason for the migration to the suburbs or for the transfer of white children to nonpublic schools. Even if all such prejudice could be eradicated tomorrow social class differences would remain and would continue to offer barriers to educational equality. It is because of these differences that many white parents who fight valiantly for civil rights and equal treatment for all races have nevertheless taken their children out of the public schools of Washington and other large cities. They insist that race is not the issue—that they have no objection whatever to having their children associate with Negro children from home backgrounds similar to their own. They point out that educated, upper-middle-class Negro parents are as eager as white parents of similar background to move to the suburbs or to send their children to private schools. But they know that a school is a social as well as an educational institution—that while in school children learn a way of life as well as the academic subjects. Parents who are able to provide a good home life for their children are understandably reluctant to expose small children to a way of life that differs drastically from their own—one that they consider not only inferior but potentially harmful. They are convinced that an urban public school in which half or more of the children are recent arrivals from the rural South does not provide either a safe social environment or a stimulating intellectual life for their children.

Such parents face a moral dilemma. They agree that the public schools must be desegregated while sending their own children to suburban or independent schools that practice de-facto segregation, social and economic as well as racial—the occasional scholarship students from other



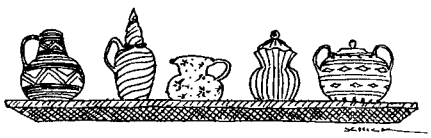
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

classes and races are too few to disturb seriously the upper-middle-class, white, social pattern. They are asking, in effect, that poorer white parents accept the full responsibility for school desegregation. Some are aware of the dilemma and are disturbed by it but they say they are unwilling to sacrifice their own children to even the best of causes.

There is no quick or easy solution. The U.S. Supreme Court, in the Oregon Case of 1925, affirmed the right of parents to send their children to nonpublic schools. It is inconceivable that we shall ever prohibit a parent from moving his family from the city to the suburbs if he wishes to do so and has the money.

It would be possible for states to redraw school district boundaries and then to achieve some degree of desegregation by transporting city children to the suburbs and suburban children to the city. But such a solution would create enormous transportation problems and would be opposed by parents who want their children in schools near their homes.

There is nothing sacred about the principle of the neighborhood school, but it does have advantages that cannot lightly be discarded. When children attend schools a long way from their homes, communication between parents and teachers declines and children find it difficult to take part in after-school and

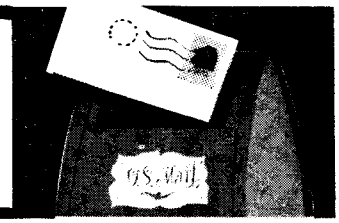


evening activities. The solution would be thwarted if still more parents responded by sending their children to nonpublic schools as many might do. In any case it would be applicable only where suburbs lie in the same states as the central cities—it could not be made to work in New York because many of that city's commuters live in New Jersey or Connecticut.

The long-range solution is clear enough. Americans of all races must be brought to full equality in order that all may be able to choose the places they will live, the work they will do, and the schools they will attend. But this will take time—perhaps more time than we have for the "social dynamite" of which Conant spoke in his *Slums and Suburbs* has a short fuse.

It is understandable that Negroes who have waited a century for the equality guaranteed them by the Fourteenth Amendment should be reluctant to wait longer. But those who demand an immediate solution must face the fact that such activities as marches, protests, demonstrations, and the firing of school superintendents—though they help call attention to the problem—will not solve it because they have no effect on the real causes. —P.W.

# Letters to the Editor



## Dangerous Subject

In your January 15 issue Ray Allen Billington made the following statement in his article "History Is a Dangerous Subject": "Not a single junior high school textbook tells of the American burning of the Canadian city of York that led to England's retaliation." Messrs. Eibling, King, and Harlow make the following statement on page 273 of *Our United States*, published by Laidlaw Brothers in 1962: "Before leaving Washington, the British set fire to the Capitol and the President's mansion, in revenge, they said, for Americans destroying some of the public buildings at York (now Toronto) earlier in the war."

This is our eighth-grade Social Studies textbook at Schroeder Junior High School.

Alison Boehle (age 13).

Grand Forks, N.D.

As a junior high school history teacher, I would be among the first to agree with Mr. Billington that most of the textbooks used at the secondary school level do instill nationalistic passions. However, his assertion that not one junior high school text in the United States mentions the American burning of the Canadian city of York (Toronto) during the War of 1812 is not true.

I would suggest that Mr. Billington read the textbook used in our classroom, *This is America's Story*, by Wilder, Ludlum and Brown (Houghton Mifflin Company).

Francis V. Tracy, Jr.,
Northeast School.

Bristol, Conn.

I refer to *Living in Our America*, published by Scott, Foresman and Company. This textbook is used for our more advanced students in the Haysville Junior High. On page 215 the following is mentioned concerning the War of 1812: "As repayment for Americans burning public buildings in York (now Toronto) the year before, the British burned our government buildings."

I was wondering if Mr. Billington did not have access to this history text, which we feel is a fine addition to our social science department.

Donald G. Learned,
Haysville Junior High.

Haysville, Kan.

Editor's note: *The note preceding Dr. Billington's article stated that the study was not comprehensive but was based on the examination of thirty-six commonly used textbooks—fourteen published in the United States and twenty-two in England and Wales.*

Beyond question historians must, insofar as possible, select and arrange their material in an impartial manner. . . . But there is more than just "fact" to history. As Crane Brinton has said, "All historians do, in fact, arrange their materials in such a way as to lead the reader to believe that some propositions—often very big and very philosophical propositions—about men and their destiny are true." For history is valid, more than statistics, only when the historian "makes judgments of value, decides about good and bad, brings in purpose."

To imply that true impartiality is possible (or even desirable) is to do a disservice to both the profession and the public.

Let us hope that *The Historians' Contribution to Anglo-American Misunderstanding* does not oversimplify in the same manner, or the Ford Foundation and the Nuffield Trust will have to support another three-year study.

Ethan C. Tolman,
Department of Humanities,
Franklin Pierce College.

Rindge, N.H.

You are to be commended for publishing Ray Allen Billington's article on the national biases inherent in both American and English history textbooks. Apparently this situation needs to be more widely publicized before authors and publishers will take the steps necessary to correct it.

However, it is possible that some of your readers may conclude that biased history is invariably taught in American schools. On the contrary, some of us have been aware of this situation for years and have tried to teach accordingly. Those college and university historians who have taken the time and trouble to find out what history teachers in the schools are doing know that more and more of us are abandoning reliance upon a single textbook in favor of multiple authors, original source material, and at least an introduction to some of the problems of historical interpretation and analysis.

G. Galin Berrier,
Social Science Department,
Forest View High School.

Arlington Heights, Ill.

With reference to Mr. Billington's statement "Scholars have long since proven that the heroic remarks ascribed to . . . Ethan Allen [". . . in the name of the Great Jehovah and the Continental Congress"] were invented by nineteenth-century writers." it must be a unique scholar indeed who can prove that Allen's remarks were an invention of a nineteenth-century writer.

*The Narrative of Colonel Ethan Allen*, written by Ethan Allen, and first published in Philadelphia in 1779, contains this statement: "The Capt. [actually Lieutenant Feltham] came immediately to the door . . . when I ordered him to deliver me the fort instantly, [he] asked me by what authority I demanded it; I answered 'In the name of the great Jehovah, and the Continental Congress.'"

Laurence Mach.

Nutley, N.J.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

IT IS PROBABLY TRUE, as Professor Billington suggests, that Patrick Henry never really said, "If this be treason make the most of it!" But does it matter? In our passion for "objective analysis" and historical revision we threaten to strip history of its glamorous personalities, its thrilling events, its "hoary legends" and modernize Captain John Smith and Daniel Boone into a pair of innocuous real estate agents hunting out sites for urban renewal.

By debunking heroes and overlooking the human drama in their deeds we validate for our children the judgment of Mouse, when to dry Alice's gigantic tears he began reading history aloud, since it was, he said, the driest thing he knew.

WILLIAM JAY JACOBS,
Assistant Professor of Education,
Rutgers University.
New Brunswick, N.J.

## Cure for the Ailing Doctorate

NESS's "The Case of the Lingering Degree" [*SR*, Jan. 15] contains a clue to improving the not-quite-Ph.D.-degree situation a bit. He wrote, "Perhaps there should be an ABD [all but the dissertation] doctorate instead of the present ABD nondoctorate . . . ," and then sneered at his own suggestion. Well, why not let a person who has reached that stage have, if he desires, a *certificate* issued by his university permitting him to be listed as, for example, "John J. Doe, A.B. (Siwash, 1950), M.A. (Easter, 1953), CABD (Mammoth, 1966)"? (I have added the C because ABD looks too much like AB.) This would show that Doe has completed satisfactorily certain hurdles beyond the M.A. degree, whereas many of his colleagues whose highest degree is also the master's may not be entitled to use the letters CABD. Then "Completed all but the dissertation" would mean just that, whereas "Further graduate study" and "Doctoral candidate, Sinofonia U" are less clear-cut. Upon acquiring an earned doctorate, the CABD holder would simply substitute Ph.D. (or Ed.D., etc.) for his non-degree designation.

Most continuing doctoral aspirants would not ask for the certificate, but it could be useful to persons whose progress toward the doctorate has been interrupted temporarily—or, sadly, stopped for life. Perhaps the CABD certificate would motivate graduate students to work at least *that* far before leaving the university.

JULIAN C. STANLEY.
Center for Advanced Study in the
Behavioral Sciences.
Stanford, Calif.

A LITTLE-PUBLICIZED PROGRAM for the Doctorate in College Teaching of an Academic Subject at Teachers College, Columbia University, has as its primary function the preparation of outstanding college teachers of various academic subjects. Although the requirements for this degree are more rigorous than those of the Ph.D. (90 graduate points as compared to 60 or 75), they are more closely related to the student's future work as a college teacher. For example, for college teachers of sciences breadth in background is developed as well as depth, and additional work in mathematics needed in science and research is substituted for the fruitless struggle to gain sufficient competence to pass an examination in a foreign language that the student cannot and will not use again.

A growing number of our ablest young people are choosing to enroll in programs that actually prepare them for college teaching rather than merely to meet the ossified requirements for the initials that signify the college teacher's union card. It is to be hoped that programs specifically designed to prepare college teachers will soon become available at more institutions.

WILLARD J. JACOBSON,
Department of Science Education,
Teachers College,
Columbia University.
New York, N.Y.

## Tribute to Teaching

THE ARTICLE "One Generation to Another," by Harriet H. Shoen [*SR*, Jan. 15], is the most beautiful, inspiring piece I have ever read in your magazine.

If Truman Capote can spend five and a half years researching two juvenile psychos for killing in cold blood, some more able writer should spend ten years researching the author of this little article, and especially her father, who are the people who made this country great.

C. W. COLLIER.
Summerfield, Fla.

THANK YOU FOR "One Generation to Another," by Harriet H. Shoen, It is the best Indian story of the century and a moving tribute to the teaching profession.

CHARLES C. FEIRICH.
Vacation Village, Fla.

"ONE GENERATION TO ANOTHER," by Harriet H. Shoen, is a beautiful presentation of what teaching ought to mean but seldom does. It is in keeping with what Sylvia Ashton-Warner wrote about in *Teacher*.

PEARL GREENBERG.
New York, N.Y.

BEING A TEACHER ALSO, I found my thoughts wandering back with Miss Shoen, wondering just what I would have done had some of her situations befallen me. No vice principals or counselors to add to the confusion in her day. Alas! How fortunate she was.

H. JOSEPH BECKMAN.
Los Angeles, Calif.

## The Role of the Teacher

THANK YOU for Anne Mitchell's "The Crux of the Matter." How nice to see a forum for the question echoing in faculty lounges across the country: "Why don't they ever ask us?"

HOPE FREEMAN.
Chicago, Ill.

TODAY teachers as well as administrators have the opportunity to participate in curriculum planning. Some have seized this opportunity while others have preferred to ignore it.

BURTON E. ALTMAN,
Department of
Elementary Education,
Wisconsin State University.
La Crosse, Wis.

## More on Sex Education

YOUR EDITORIAL in the December 18 issue places the problem of sex education in its proper, and bewildering, perspective. For one thing, educators and educatees have not coordinated their aims and wishes. Experience shows that the biological, cultural, anthropological, or psychopathological aspects of sex are of little interest to adolescents or pre-puberty children. By the time a formal sex education program is presented to them, children with a modicum of intelligence have already learned something of the gross biology of reproduction, much of the ethics of sex life, a little of the disease aspects, and a great deal of the culture's restrictive codes regarding sex.

What adolescents wish to know is the existence of the sex urge, its ramifications, and indeed its verity. From rather extensive experiences with juveniles, both delinquent

and law-abiding, I have concluded that the great questions for the young are "What is this urge?" and "Do I have it?"

The truth of the business is that only a statement of the universality of sex is needed together with, perhaps, an account of the derivatives and sublimations of the libidinous urge—in culture, creativity in the arts, physical mastery of mature, inventiveness, and so on. It is true that statements concerning the libido and its derivatives might serve only the intellectually curious among adolescents but it should be told nevertheless. The control of the urge, *i.e.* the moral restrictions of the sex life do not constitute Sex Education properly.

WALTER BROMBERG, M.D.
Mount Kisco, N.Y.

## Correction

IN YOUR DECEMBER 18 ISSUE, the contents list one of our reporters, a contributor of yours, as "Jim Nagy," while the by-line on "Head Start in Suburbia" credits us as "*Patent Trade.*"

If you knew Jill Nagy, you would never mistake her for a Jim, Tom, Dick or Harry. And, we are proud of our name which indicates active exchanges of ideas and information in an area which in colonial times was referred to as the East, Middle and West Patent land grants of Westchester and Putnam counties.

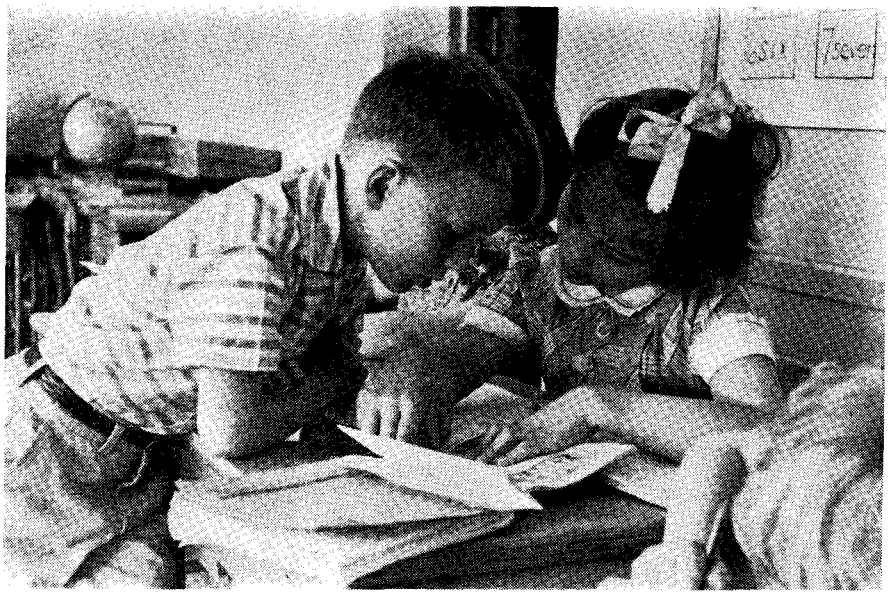
We wouldn't trade the "*Trader,*" even if you did.

DAVID C. SIMONSON,
Assistant to the Publisher,
*Patent Trader.*
Mount Kisco, N.Y.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# EDUCATION AS SOCIAL INVENTION



—George Zimbel (Monkmeyer).

**"We must reconsider what it is we do when we occupy man's long growing period in certain ways now familiar as 'schooling.'"**

*Since the publication in 1960 of "The Process of Education," Jerome Bruner has been widely acclaimed by both educators and psychologists for his contributions to the psychological theory that must underly all sound education. This article is a preview of Bruner's new book, "Toward a Theory of Instruction," which will be published this month by the Belknap Press of Harvard University Press. Dr. Bruner is Professor of Psychology and Director of the Center for Cognitive Studies at Harvard and a past President of the American Psychological Association.*

By JEROME S. BRUNER

I SHALL TAKE it as self-evident that each generation must define afresh the nature, direction, and aims of education to assure such freedom and rationality as can be attained for a future generation. For there are changes both in circumstances and in knowledge that impose constraints on and give opportunities to the teacher in each succeeding generation. It is in this sense that education is in constant process of invention. I should like particularly to comment upon four changes in our own time that require consideration in thinking about education.

The first of these derives from our increasing understanding of man as a species. As one reads the enormously rich reports of the last decade or two, it is plain that there has been a revolution that forces us to reconsider what it is we do when we occupy man's long growing period in certain ways now familiar as "schooling."

A second basis for redefining education is the increase in our understanding of the nature of individual mental growth. There have been profound reorientations in developmental theory in the last generation, changes that have been hastened by studies of normal and pathological growth, by analyses of the effects of different types of early environments, by studies of the development of language and its impact on thought. All of this work has forced us to reconsider the role of man's symbolic operations.

Third, there is reason to believe that we have come to understand the process of education somewhat more clearly than before. This has been a decade of intense educational experiment involving many of the finest minds of our generation. It has given me pause to see in what measure an eight-year-old can be led to grasp what a poem is, or come to a conception of the conservation of momentum, or arrive slowly but surely at the powerful generality of a quadratic function as a set of sets in which the elements in each set are the same as the number of sets.

Finally, and most obviously, the rate of change in the society in which we live forces us to redefine how we shall educate a new generation. John Dewey's *My Pedagogic Creed*, a movingly concerned document, rests principally upon reflections of the author prior to the First World War—a yearningly long time ago.

I SHALL consider each of these matters: but before I do, I must confess some of my own doubts. It is reasonably plain to me, as a psychologist, that however able psychologists may be, it is not their function to decide upon educational goals any more than the ablest general decides whether a nation should or should not be at war. Whatever I know about policy-making reinforces the conviction that technicians and scientists often lack the kind of follow-up commitment that is the requisite of wise social policy. I cannot work up much enthusiasm for philosopher kings, psychologist kings, doctor kings, or even mixed-committee kings. The political process—and decisions about the aims of education must work their way through that process—is slow, perhaps, but is committed to the patient pursuit of the possible.

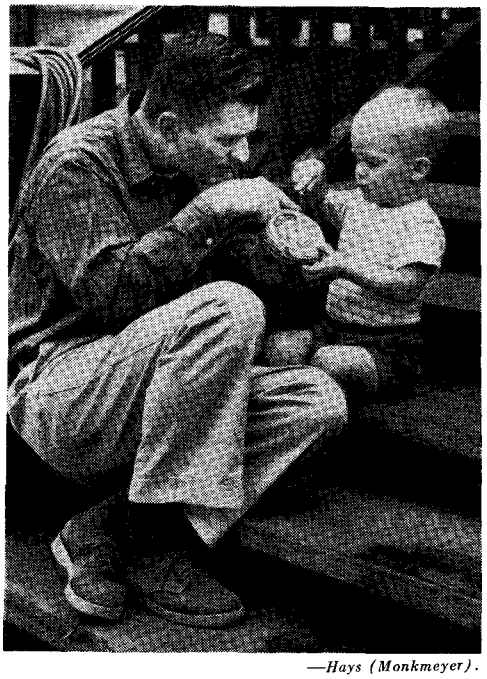
Yet it is also clear that generals do in fact have a strong influence on the politics of war and peace and that scientists have had and will have a powerful influence on our defense and other policies. What is not so clear is the distinction between ends and means, between goals and their implementation. And perhaps it is just as well, for there is an intuitive familiarity that generals have with what is possible and what is not possible in war and in containing its threat, and there is a certain familiarity that psychologists have with how one can get somebody to learn or to pay attention or to stay free of anxiety. While these are not ends in the strict sense, they shape our ends in educational policy as in defense policy. It is, if you will, the psychologist's lively sense of what is possible that can make him a powerful force. If he fails to fill his role as a diviner and delineator of the possible, then he does not serve the society wisely. If he confuses his function and narrows his vision of the possible to what he counts as desirable, then we shall all be the poorer. He can and must provide the full range of alternatives to challenge the society to choice. And now back to the main theme.

How evaluate education in the light of our newly gained knowledge of man as a species? Let me begin by proposing a view that might best be called evolutionary instrumentalism. Man's use of mind is dependent upon his ability to develop and use "tools" or "instruments"



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

or "technologies" that make it possible for him to express and amplify his powers. His very evolution as a species speaks to this point. It was consequent upon the development of bipedalism and the use of spontaneous pebble tools that man's brain and particularly his cortex developed. It was not a large-brained hominid that developed the technical-social life of the human; rather it was the tool-using, cooperative pattern that gradually changed man's morphology by favoring the survival of those who could link themselves with tool systems and disfavoring those who tried to go it on big jaws, heavy dentition, or superior weight. What evolved as a human nervous system was something, then, that required outside devices for expressing its potential. It was a swift progress. The first primitive primates appeared five million years ago and man reached his present morphology and brain size about half a million years ago—with the major development of higher hominid to tool-user occupying probably less than half a million of the years between. From then on, all major changes in the species developed through prosthetic devices, in Weston La Barre's startling phrase, through man's learning how to link himself to amplifiers of his muscles, of his senses, and of his powers of ratiocination.



—Hays (Monkmeyer).

**"In the first stages of mental growth, knowing is principally knowing how to do."**

The British biologist Peter Medawar remarks that it is likely that at about this same point in human history human culture became sufficiently elaborated for evolution to become Lamarckian and reversible, rather than Darwinian and irreversible. It is a figure of speech, of course, but Medawar's point is well taken: what is transmitted by the culture is indeed a pool of acquired characteristics, a pool that can get lost just as surely as the Easter Islanders, the Incas, and the Mayans lost whatever skills made it possible for them to leave such splendid ruins to disabled descendants whose genes were probably not one whit changed.

I know that the terms "tool" and "technology" and even "instrument" offend when one speaks of man as dependent upon them for the realization of his humanity. For these words denote "hardware," and it is mostly "software" that I have in mind—skills that are tools. Language is perhaps the ideal example of one such powerful technology, with its power not only for communication but for encoding "reality," for representing matters remote as well as immediate, and for doing all these things according to rules that permit us both to represent "reality" and to transform it by conventional yet appropriate rules. All of this depends on the external resources of a grammar, a lexicon, and (likely as not) a supporting cast of speakers constituting the linguistic community.

Language happens to be a tool of the most general sort, in the sense that it provides direction and amplification for the way we use our muscular apparatus, our senses, and our powers of reflection. But each of these domains also has its skills that are expressed through various kinds of tool-using. There are time- and strength-saving skills for using our muscles, and they are built into the tools we devise for them. There are attention-saving skills in perception that are imparted and then become the basis for understanding the icons we construct for representing things by drawing, diagram, and design. And there are, finally and most importantly, strain-reducing heuristics to help us figure out things—how to cancel out nuisance parameters, how to use our heads and save our heels, how to make quick but decent approximations, and so on.

Many of these skills are taught in the subtle interaction of parent and child—as in the case of primary linguistic skills. And, as in the case of language learning, where the pedagogy is highly unself-conscious, it is probably true that most of the primitive skills of manipulating and looking and attending are also taught in this way. It is when the society goes beyond these relatively primitive techniques that the less spontaneous instruction of school must be relied upon. At this point the culture necessarily comes to rely upon its formal education as a means of providing skills. And insofar as there has been any innovation in tools or tool-using (taking these expressions in the broadest sense), the educational system is the sole means of dissemination—the agent of evolution, if you will.

Consider now our understanding of the nature of human ontogenetic development. Several important conclusions stand out. None of them, so far as I know, have been seriously considered in defining the aims and conduct of education.

The first is that mental growth is not a gradual accretion, either of associations or of stimulus-response connections or of means-end readinesses or of anything else. It appears to be much more like a staircase with rather sharp risers, more a matter of spurts and rests. The spurts ahead in growth seem to be touched off when certain capacities begin to develop. And some capacities must be matured and nurtured before others can be called into being. The sequence of their appearance is highly constrained. But these steps or stages or spurts or whatever you may choose to call them are *not* very clearly linked to age: some environments can slow the sequence down or bring it to a halt, others move it along faster. In the main, one can characterize these constrained sequences as a series of prerequisites. It is not until the child can hold in mind two features of a display at once, for example, that he can deal with their relationship, as in a ratio.

THE steps or stages have been variously described by a variety of investigators working in centers as various as Geneva, Moscow, Paris, London, Montreal, Chicago, and Cambridge, but they seem to have an interesting likeness, even though the proposed dynamism varies. The first stages are relatively manipulative, marked by highly unstable and single-track attention. Knowing is principally knowing how to do, and there is minimum reflection. There follows a period of more reflective functioning in which the young human being is capable of an internal representation, by representative images, of greater chunks of the environment. The high point in this stage is between five and seven. Finally, something very special happens around adolescence, when language becomes increasingly important as a medium of thought. It is evidenced by an ability to consider propositions rather than objects; concepts become more exclusively hierarchal in structure; alternative possibilities can be handled in a combinatorial fashion. There is considerable doubt whether these things have anything directly to do with the onset of physiological adolescence—for there are equally sharp cognitive turning points at the onset of language and at the age five-to-seven turning point without much discernible assist from hormonal tides. And hormonal adolescents in technically less mature societies do not enter this stage.

What comes out of this picture, rough



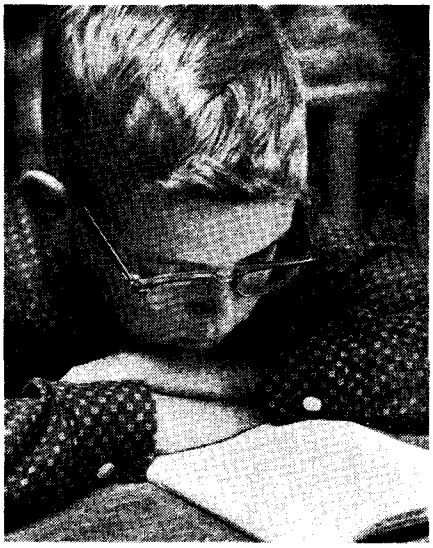
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

though I have sketched it, is a view of human beings who have developed three parallel systems for processing information and for representing it—one through manipulation and action, one through perceptual organization and imagery, and one through symbolic apparatus. It is not that these are "stages" in any sense; they are rather emphases in development. You must get the perceptual field organized around your own person as center before you can impose other, less egocentric axes upon it, for example. In the end, the mature organism seems to have gone through a process of elaborating three systems of skills that correspond to the three major tool systems to which he must link himself for full expression of his capacities—tools for the hand, for the distance receptors, and for the process of reflection.

It is not surprising in the light of this that early opportunities for development have loomed so large in our recent understanding of human mental growth. The importance of early experience is only dimly sensed today. The evidence from animal studies indicates that virtually irreversible deficits can be produced in mammals by depriving them of opportunities that challenge their nascent capacities. In the last few years there have been reports showing the crippling effect of deprived human environments, as well as indications that "replacement therapies" can be of considerable success, even at an age on the edge of adolescence. The principal deficits appear to be linguistic in the broadest sense—the lack of opportunity to share in dialogue, to have occasion for paraphrase, to internalize speech as a vehicle of thought. None of these matters are well understood, save that the principle discussed earlier seems to be operative, that, unless certain basic skills are mastered, later, more elaborated ones become increasingly out of reach. It is in the light of this fact that we can understand the increasing difference of intelligence with age between such culturally deprived groups as rural Southern Negroes and more culturally privileged whites. In time, and with sufficient failure, the gap is reinforced to irreversibility by a sense of defeat.

What has been learned about the educational process that may give guidance to our task of redefinition? Very little that is certain, but some extremely interesting impressions that can possibly be converted into testable hypotheses.

The "curriculum revolution" has made it plain even after only a decade that the idea of "readiness" is a mischievous half-truth. It is a half-truth largely because it turns out that one *teaches* readiness or provides opportunities for its nurture; one does not simply wait for it. Readiness, in these terms, consists of mastery of those simpler skills that permit one to reach higher skills. Readiness for Euclidian geometry can be gained by teaching intuitive geometry or by giving children an opportunity to build increasingly elaborate constructions with polygons. Or, to take the aim of the new, "second-generation" mathematics project, if you wish to teach the calculus in the eighth grade, then begin it in the first grade by teaching the kinds of ideas and skills necessary for its mastery later. Mathematics is no exception to the general rule, though admittedly it is the most easily understood from the point of view of what must be clear before something else can be grasped. Since most subjects can be translated into forms that place emphasis upon doing, or upon the development of appropriate imagery, or upon symbolic-verbal encoding, it is often possible to render the end result to be achieved in a simpler, more manageable form so that the child can move more easily and deeply to full mastery.



*—Max Tharpe (Monkmeyer).*

**"It has given me pause to see in what measure an eight-year-old can be led to grasp what a poem is."**

The second thing that emerges from pedagogical experiments of the last decade is that cognitive or intellectual mastery is rewarding. It is particularly so when the learner recognizes the cumulative power of learning, that learning one thing permits him to go on to something that before was out of reach, and so on toward such perfection as one may reach. It is a truth that every good athletic coach since the Greek Olympics has known. Teachers also gain pleasure when a student learns to recognize his own progress well enough so that he can take over as his own source of reward and punishment.

A third result of contemporary exploration in teaching is the conclusion that educational experiment, in the main, has been conducted and is being conducted in the dark—without feedback in usable form. The substitute for light (or usable feedback) is evaluation after the job has been completed. After the working party has been scattered, the evaluators enter. By then, it is so late in the day that only patching can be done. Indeed, such is the latitude in the choice of criteria for evaluation that something nice can usually be said about practically any course or curriculum. It would seem much more sensible to put evaluation into the picture *before and during* curriculum construction, as a form of intelligence operation to help the curriculum maker in his choice of material, in his approach, in his manner of setting tasks for the learner.

Finally, one is struck by the absence of a theory of instruction as a guide to pedagogy—a prescriptive theory on how to proceed in order to achieve various results, a theory that is neutral with respect to ends but exhaustive with respect to means. It is interesting that there is a lack of an integrating theory in pedagogy, that in its place there is principally a body of maxims.

As our technology grows increasingly complex in both machinery and human organization, the role of the school becomes more central in the society, not simply as an agent of socialization, but as a transmitter of basic skills. To this we turn next as our final basis for redefining education—the changing society.

In recent years I have wondered, particularly in connection with work in West Africa, why societies are not more mindful of the role of education in shaping their futures. Why in Africa, for example, is the short-term political allure of universal primary education given priority over training a corps of administrators, teachers, and technicians? In many cases, the second is financially precluded by the first, and the long-run result may prove a terrible time bomb as semiliterate youths flock into the new urban Africa with no marketable skills, their familial and tribal boats burned, and no properly trained corps of teachers and civil servants to maintain stability or to teach the untrained.

That is what set me brooding, and while I have no answer to the African problem, I do have some thoughts about our own. They crystallized while reading an essay by the distinguished Italian architect-designer Pier Luigi Nervi. Nervi describes the loss in freedom of the architect-designer in an age of technological maturity. You can build a road or a path in any meandering shape you wish, provided the only users are men on foot, or on horse, or in wagons, or in slow cars. But the moment the speed of the vehicle passes a certain critical point, fantasy is constrained and you must conform to the idea of a containing arc. A car at seventy cannot turn on a fanciful curlicue.

There was a great deal of public soul-

(*Continued on page* 102)



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

—Photos by David Plowden.

**"The improvement of our visual world remains one of the prime concerns of an enlightened citizenry, and this in turn makes it a responsibility of the educational community."**

# COLLEGES GRADUATE VISUAL ILLITERATES

By A. D. TROTTENBERG, *Assistant Dean, Faculty of Arts and Sciences, Harvard University.*

STRANGE THINGS are happening to the public's awareness of art and architecture. The Metropolitan Museum of Art in New York recently purchased a Rembrandt portrait for an historic price, and the public, by the hundreds of thousands, dutifully flocked to view it. At the other end of the artistic spectrum, the Museum of Modern Art in the same city staged an exhaustive showing of op art, and again the public, eager not to be left behind in esthetic matters, thronged the galleries. In Los Angeles, a multimillion-dollar museum opened with a publicity fanfare that might have done credit to Barnum. Somewhat less stir, however, greeted the opening in New York of the Pan American building—an architectural banality that has already added immeasurably to the congestion of midtown Manhattan and completely blocks the vista of lower Park Avenue. Few people, with the exception of some architectural historians, have noticed the steady destruction in New York and Chicago of handsome buildings by Louis H. Sullivan, Frank Lloyd Wright, and McKim, Mead and White. Almost completely unnoticed was a speech in December 1964 by the distinguished president of a respected Eastern university, who expressed his views on planning. "With regard to parking, I'm inclined to think we've been shortsighted. Perhaps we'd better sacrifice some of the campus beauty for faculty and staff convenience. It's a losing battle, anyway, and not worth the constant irritation it creates."

DISPARATE facts? Not at all. The relationship is quite clear: The American public prefers its visual arts tidily isolated in museums for Sunday viewing and seems relatively unconcerned with its day-to-day surroundings. There has developed a curious imbalance between a growing appreciation of the arts and an increasing imperviousness to the quality of our daily visual environment. Education has had a highly beneficial effect on the first but either has not been applied or has failed miserably on the second.

American colleges and universities have, in fact, taught the visual arts in both historical and practical form for more than a century. Lately, however, the dialogue between artists and young people on the one hand and the higher education establishment on the other has become more intense. College students show an increased appetite for greater exposure to and instruction in the visual arts; a smaller number have a deeper hunger for total immersion in the world of the arts.

So far, the response to student interest has been a state of confused activity bordering on curricular anarchy. The first reaction is perhaps characteristic of higher education: the construction of a large number of elaborate, expensive visual arts centers, costing, in many cases, millions of dollars and designed to provide a smorgasbord of facilities for the artistic delectation of the dabbling undergraduate. These facilities include studios for painting, sculpture, ceramics, graphic arts, textile design, photography, and cinema and in many cases provide extensive accommodations for the performing arts as well. Almost every major university has constructed or is planning to construct a major facility for the practice and teaching of the arts.

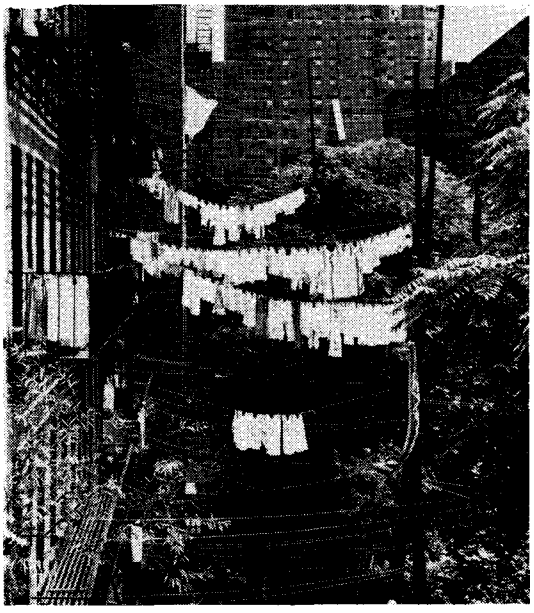
THE size of the capital investment might lead one to think all was well with the arts in the university. This is not quite the case. The point has long passed, to be sure, when one might argue whether the arts properly belong on the campus. They are here—and to stay. The problem is the goals that higher education has established for them—although it might be more appropriate to speak of the lack of goals. Beyond the relatively recent acknowledgment that the visual arts are impor-



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tant to the sustenance of the humanistic tradition within the university, there is no clear understanding of how this is to be accomplished.

President James A. Perkins of Cornell has suggested the establishment of a separate college of creative arts within the framework of the university [*SR*, July 17, 1965]. This seems a clear admission that the problem cannot be solved within the existing structure of education. Worse, it suggests that art has no proper place in humanistic teaching. The recurring idea of the separate college of visual arts has its roots, however, in a nostalgic fantasy—the dream that somehow such a separate educational venture, properly launched, could reproduce the creative fervor, experimental ferment, and excitement of the Bauhaus.



**"There has developed a curious imbalance between a growing appreciation of the arts and an increasing imperviousness to the quality of our daily visual environment."**

It is highly questionable that such an enterprise could be founded under the same conditions within the present educational establishment, and if by some miracle it were, that it could produce the same results. The Bauhaus, despite wishful thinking to the contrary, did not owe its success to a carefully structured staff and curriculum organized with Germanic thoroughness. It was mainly the pedagogical restraint of Walter Gropius that brought it to fruition. Apart from one carefully designed core course, the curriculum was at best loose and repetitious. Gropius's method was simplicity itself. He recruited the best artist-teachers in Europe and gave them almost complete freedom. It is difficult to visualize such creative anarchy prevailing in any large private or state university in America today.

There is nevertheless, a unique and important place for visual studies within the formal structure of the liberal arts curriculum, and an equally important place for them outside course instruction but still within the institutional community. (At this point it is important to note that we have substituted the phrase "visual studies" for "visual arts.") It is almost unthinkable that colleges and universities have been producing so many graduates who have some skill in languages, mathematics, and history but who are, in the larger sense, visually illiterate. It is vital that we produce graduates who have a more sensitive awareness of their visual surroundings, who, are in a continual state of revolt against ugliness. The men who are the decision-makers in business, law, government, and engineering must be provided with a basic understanding of scale, proportion, color, and form, and how these are properly applied to architecture, planning, industrial design, and the visual arts.

Given the pressures and demands on the undergraduate to learn more and learn it faster, this happy state of affairs may never be fully achieved within our educational institutions. Let us pretend, however, that we are starting a new university, and in this shiny new institution we are at liberty to design a model program without regard for all the tidy niceties of formal study programs, fields of concentration, course hours, and examination grades. In our demi-paradise we will not even worry about the availability of funds.

We must, however, despite our newfound freedom, redefine our responsibilities as we start out. They are two: the teaching of visual studies as a contributory part of general, liberal education; and the teaching of visual arts for students who will concentrate in them during their undergraduate years and may pursue a career in the field. The first portion of our goal will immediately raise the objection that what we are proposing is nothing more nor less than "general education." It is exactly that, and while general education has long been a respected theory and practice in American education, the area of visual studies has seldom been considered a serious segment of the program. The installation of general education in colleges and universities became institutionalized with the publication of the Harvard study of *General Education in a Free Society* in 1945. This significant document avoided almost any mention of visual studies, and it is high time the lapse was corrected.

Our model program may well begin by stealing an idea from the Bauhaus: the concept of the basic core course. This course will be mandatory for every undergraduate. It will provide a general but thorough introduction to the visual world for those students who may never again take formal instruction in visual studies. It will also provide a vital foundation for students who will pursue other courses of study in art, art history, or architecture. At the Bauhaus this course was called "the big house-cleaning of the mind." Hopefully, our course will provide the same cleansing effect.

Our course will combine classroom instruction and work in the studio, both carefully proceeding in phase. In the classroom we will teach the theory of color, light, and form. In the studio the student will work with paper, wood, metal, and clay so that he understands with his hands, eyes, and mind how the theories learned in the classroom are applied to materials and space. We want more that that, however. We want our instructors to shock students into a new realization of their own sensitivity to visual elements. In this happiest of worlds, our student will not only learn but enjoy himself. He may be asked to construct a child's toy or paper lantern or an abstract paper caricature of his instructor. He must above all discover for himself the rich boundless joy of the visual world. It is important in our core course that we introduce immediately the element of shock. Old patterns of thinking about the visual world must be broken down, and the pedantic pattern of lectures, notes, and examinations must give way to total immersion and experimentation in visual phenomena.

Where will we find the Renaissance giant to teach and direct this vital course? For the time being, we can only construct him on paper. Our paragon would have the great teaching commitment of Walter Gropius. He would combine with this the exuberance of Calder and the soaring imagination of Chagall. These qualities alone will not suffice. As our ideal enterprise closes with the realities of academic life, he will need, too, a certain amount of chicanery, a sense of politique, and an awareness of the shadings of power if he is to function well within the bureaucracy and earn the respect of the institution.

Our administrator-teacher-artist-scholar will be expected to design for us a series of courses based on the core course and proliferating into the fields of film, animation, still photography, graphic art, painting, and sculpture. We will not allow him, however, to change his mandate. He is to raise the level of visual literacy. If in the course of this he should produce as a by-product some competent painters or film-makers, so much the better.

But if our visual studies center is to have vitality, its exemplary director and staff (all of whom are practicing artists) must fully understand the symbiotic relationship with other areas of scholar-



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ship and teaching within the university, and this can only be expressed by the word "excellence"—excellence not only in the classrooms and workshops of the center but also an insistence on excellence in things visual throughout the campus and its environs.

Our visual studies center will accept as an additional obligation the responsibility to bring its talents and point of view to bear on every aspect of university life. Why should not the signs marking roadways, buildings, and offices be well designed, with contemporary lettering organized to provide a maximum of information? How about the stationery and letterheads of the many departments of the university? Should they not be a clean, consistent design, expressive of the coherence and quality of the institution? Does the professor of classics require a slide show depicting the glory of Greece and the eternal beauty of the Aegean? All these needs are visual needs and should be the proper concern of our center. Hopefully, our now enlightened university and its administration will turn in its direction for counsel and active solutions. It is important, however, that our effort not be considered as simply providing a service. The solution of design problems must be woven into the teaching process, and students must participate at every level.

This proposed development of coherent design programs for large corporate institutions is by no means a novel concept, and many visually conscious industrial firms have done exactly that with proven beneficial results. The university, however, has a special responsibility toward the total visual environment. It is not only one of the more important conservators of our cultural traditions but is also charged with the responsibility to push forward on all fronts of learning to completely new horizons. Its impact and influence in the United States in the areas of government, economics, and science has accelerated rapidly in the last few decades, and it must do no less in coping with our visual environment.

Now we have by verbal sleight-of-hand created a shining, dynamic center for visual studies, staffed by practicing artists of quality who are also competent and exciting teachers. Our director is a giant of intellect and creativity, aware of the size, complexity, and difficulty of his job, but at the same time sensitive to the total needs and pressures of the larger institution. We have woven the activities of the center into the fabric of the university in such careful and considerate fashion that the deans and faculties of all departments welcome it as a lively and productive partner in the educational enterprise.

We seem, however, to have devoted

(*Continued on page* 103)

**"Our cities and countryside, afflicted with commercial blight and planning chaos, . . .**

**. . . constitute a visual environment of unsurpassed ugliness."**

PRODUCED 2015 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Call Me by My Rightful Number

By ELLEN PAYNE PAULLIN, *Assistant to the President, Hartford College for Women, Hartford, Connecticut.*

ONE DAY last fall a friend of mine, who is a sophomore at a nearby university, called me on the phone. Her voice did not have its usual cheery overtones and I knew immediately that something was wrong.

"I've been sitting here for an hour and a half, staring at this application blank for my summer job," she moaned, "and there's a space here that says, 'Give the names of two professors for references.' I can't think of one single solitary teacher in this whole university whose name I can put down here. *Nobody knows me!*" The last three words were a wail of desolation, dejection, and despair.

When she was home for Christmas she explained that she had accidentally seen in one of the university business offices a copy of a class list belonging to one of her professors, and she began to see the reasons for her anonymity. The list that came through to her teacher was a page from the computer with number, sex, last name and first initial in closely printed type. She had discovered, after several minutes, one of her friends listed thus: 74790 2 Santangel A. It had taken her a while to identify the friend because her name is Annamarie Santangellino, but the machine column was not wide enough to permit the entire name so the professor would have to guess at the last four letters; but, she continued, he would never have to bother because he would never need to know them. Annamarie's exam book was headed "74790" and the grade on that exam was listed on the bulletin board, outside the professor's office, a week later, beside the number "74790." The only human part of the whole process, according to my friend, was that the person who programmed that particular machine must have been a man: witness the fact that "2" stood for "female."

While studying for mid-year exams, my friend was visited by a friend of hers, a senior, with whom she deplored the displacement of faces by digits. Even from the lofty perspective of her fourth year at the university, the senior sympathized completely, and not only understood the problem but disclosed her attempts to solve it:

"Early this semester," she confided, "I was faced with three application blanks: one for the Peace Corps, one for graduate school, and one for a teaching job next year. Every one of them asked for references from at least two professors, so early in October I set about seeing that there would be two people on this faculty who would know who I was when I asked them if I could put their names in those blanks. I tell you, it was harder than any other course I've had in college—this course in 'The Art of Getting to Be a Name Instead of a Number.' In one class, I wrote all the optional papers that were suggested, and therefore had to have several conferences with the teacher about them. In the other course, I sat on the front row in the lecture amphitheater, and as the professor strode from his lectern I sprinted to the door and had seventy-five feet of talk with him before he reached his office and slammed the door to continue his research. I tell you, when these professors publish, it's the students who perish."

In April my friend called to ask if I'd read about the riot at the university. I said I had and wondered if she'd been in on it. "Well, not exactly," she explained. "Just sort of suggested it to the fellow who started it. He and I were sitting in sociology lecture and we got to wondering if anyone knew our names. We weren't talking very loudly and besides, it didn't bother the professor because he was on closed-circuit TV. Anyway, we decided to see if anyone knew the name of *any* student, and sure enough, they did: Jack started the riot and they didn't put in the paper that '83429' was arrested. They printed his name right out: 'Jack Thatcher, leader of the riot, was taken to police headquarters.' It was one of the more inconvenient ways—but it was worth it."

In May my friend called again. She was jubilant. "It's a small victory," she reported, "but a worthy one. You see, the machine system broke down because this little man wanted to go fishing. You won't believe this, but they had to cut two days off the semester because of that little man. The university sends our grades to the computer in the state capital for processing and because this year Memorial Day holiday falls on Monday, the man who unlocks the door to the building where the machine is wants to go fishing and if they wait to process the grades until the next day it will be too late to get the results before graduation so they had to cut the days off the semester to get in the building where the machine is and have time afterward to get the grades out. Now this is the only year we will be lucky that way because next year the university will have its own computer and it can ask someone to go in and program it any time of day or night. But for this year—the fisherman triumphs!"

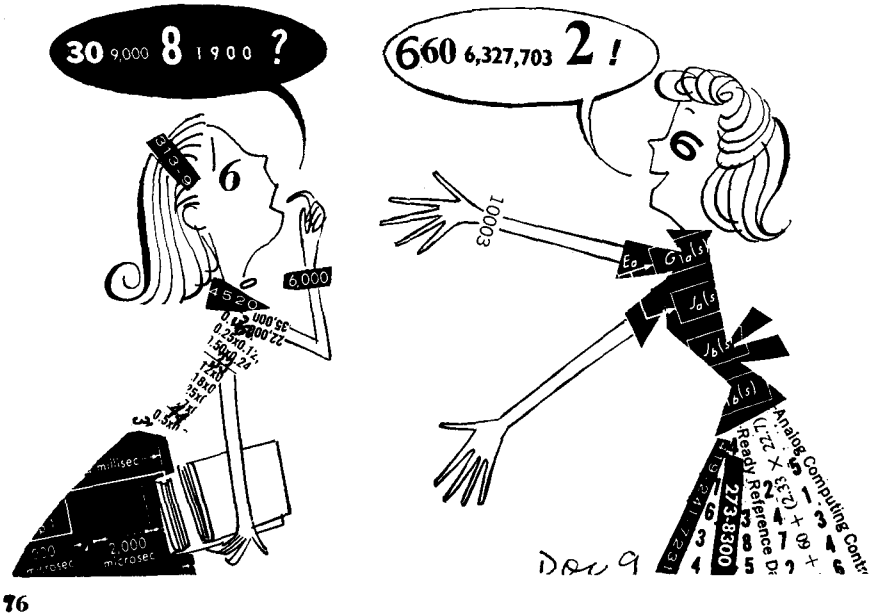
So for the brief and temporary victory. What is the solution for my frustrated friend in the years ahead? I couldn't quite see her problem until last week when I was in Washington. An English friend of mine asked me for the phone number of the place where I was staying.

"Capital 7-3623," I replied.

He scratched his head, twirled his pen, started to write the number down, hesitated, started again, then looked at me strangely.

"How is a capital 7 different from a small 7?" he asked.

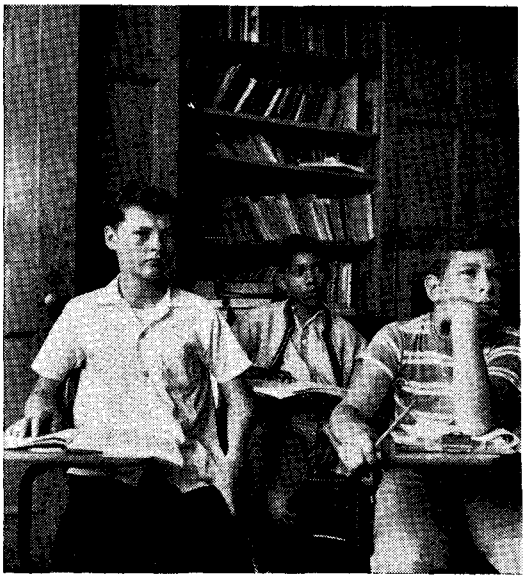
That is my sophomore friend's problem and her friend Annamarie Santangellino's problem and the problem of all of their friends for all the years to come: how to become a "capital 7."






PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Reaching the Culturally Deprived



—Sybil Shelton (Monkmeyer).

**"My job was to reach them where they were, and then show them where they could go."**

By TERRY BORTON, *co-chairman of the English department of the Richmond (California) High School and director of the Friend's Summer Workshop in Philadelphia, which seeks to discover means for making integration a constructive force in education for both deprived and middle-class children.*

THE CULTURALLY DEPRIVED child has it made. He is Upward Bound from Slum to Suburb, his Horizons Highered, his Youth Unlimited, his Poverty vanquished in a recent War.

Such, at least, is the impression the general public receives when the new crusaders go clanging past. As a teacher of the culturally deprived, I am tremendously encouraged by the genuine interest that lies behind all the slogans. But I am afraid that the new interest may die as the noise dies, and that unless very basic attitudes of public school systems toward these students can be changed, the efforts of a great many intelligent and concerned people may be wasted.

The public school system's attitudes are usually embodied in a detailed curriculum guide, and it was in that form that I first met them when I began teaching high school English two years ago in a large integrated urban school. I could not help being appalled by the reading program for low ability groups. The reading list was made up of easy books that preached "good values," but that made no pretense of adult interest or literary merit. Their titles alone—*Little Britches, Wolf Eye the Bad One*—were enough to tell my most ignorant students that they were children, and would be treated accordingly.

In spite of the fact that the classes I will describe here were "low ability" sections in which the average I.Q. was theoretically about 85, the students were by no means children. Most had already experienced the extremes of hate, love, and fear. Several had had illegitimate children; four or five were on parole; two had been raped by homosexuals in the reformatory. There were others who shut out the evil their classmates knew, and held fast to fundamentalist religion or race pride. And there were some, coming from "bad" backgrounds as well as good, who faced the world openly and had survived relatively unscathed. The one characteristic most of them shared was that they knew too much about too little, and they had run, as one of my students wrote in a poem on loneliness, "to only here." My job was to reach them where they were, and then show them where they could go.

Encouraged by a sympathetic administration, I abandoned the curriculum guide, though not without many heated arguments with other teachers. I replaced books like *Little Britches* and *Wolf Eye the Bad One* with *Huck Finn, Catcher in the Rye,* and *Lord of the Flies.* Each of the latter books is an exciting story of young people, portrayed in a realistic manner and written in a straightforward style. Each is a book of recognized literary merit with a theme that struck the core of my students' lives. Admittedly the books were hard—all of them had been taught in college—and my eleventh-grade students were only reading at fourth to eighth grade level. Yet I was sure that with help they could handle the material—if they wanted to.

The problem was to get them to want to. I began with *Huck Finn,* and after the initial excitement ("He talk like we does") I met passive resistance. The students did not seem unable to discuss the literature, but they were certainly unwilling. I suspected that the mixed racial composition of the class was behind this reluctance, but the students would not admit it. As I pressed them harder, however, I discovered that racial antagonisms were not only deep, but they could sometimes control most of my students' thinking. I realized that racial tension was one of the things that had made our previous discussions stilted. Stereotypes and fears were so strong that it was impossible to discuss openly even the simplest boy-meets-girl plot. And when students would not even admit that their racial feelings were important to them, *Huck Finn* was dynamite, and they knew it.

To begin discussion I invited to the class an integrated college panel representing integrationists, Black Muslims, and conservatives. They argued about race among themselves, and once my pupils saw that older students could disagree about race and still remain friendly, they began to loosen up. One boy finally spoke his mind, and we were off. (The panel, which was invited for one period, ended up staying all day, with dozens of students pouring into the room during their lunch period. They wanted to continue the discussion, so an Inter-racial Discussion Group was formed which has been meeting weekly for two years. The members of this group have been instrumental in setting up a series of concerts and lectures, a tutorial project for elementary students, and a Negro Academic Society.)

In order to build upon my students' newly found willingness to talk about race, I tried to relate their reading of *Huck Finn* as closely as possible to their own lives. I divided the class into groups, and asked each to write a short play about a modern racial "incident" in which one race learned something about the other. Each student made up the lines for one character, with whites taking Negro parts, and vice versa. The rough drafts were then revised by the group.

This revision turned out to be the most exciting part of the project, for violent arguments erupted on who would be likely to say what under what circumstances. The clash of stereotypes was deafening, but amid the clamor were the quieter notes of realization ("Nobody'd care much if I married a chink. Then how come . . ."). The plays were finally recorded on tape and analyzed by the class. One group became so involved that all six of them came after school on the day Christmas vacation started to make a better recording of their play.

Vacation was wonderful. I went off to ski and relax, comfortable in the belief that my students were not only understanding good literature, but that what they were understanding was changing their lives, opening realms of thought from which they had previously been excluded. My first class after vacation brought doubts again. It became



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

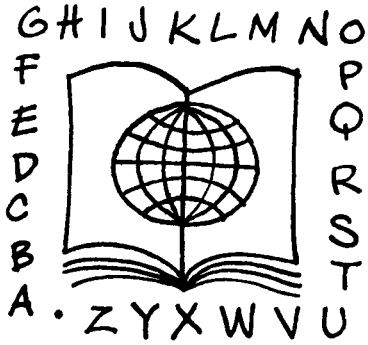
clear that one Negro student had not understood Huck Finn's use of the word "nigger"—a point I thought I had explained fully. I let the class discuss his objection and explain it to him, but I was upset that such a basic concept had escaped anyone. It was not until I remembered our first discussions of *Huck Finn* that I realized what a tremendous change had occurred. The fear of discussing race was gone; in its place was an open interest. The narrow personal viewpoint was broadened by historical perspective. Toleration was replaced by tolerance. My students were still making mistakes, but they were able to work toward understanding.

My own understanding had been steadily increasing. I soon began to realize that race was only one of the factors that limited my students' ability to understand themselves and their society. Discussion of race had been an exciting beginning, but I hoped that literature might offer other ways of broadening the narrow channels in which they habitually thought. Yet before I could teach literature successfully, I needed a way to break up the class hour to keep within my students' short attention span. More important, I needed a way to give personal attention to each student every day, and a way to draw out the recalcitrant ones.

I hit upon one relatively simple remedy for these problems when I tried playing tape recordings of the books we were studying. Using a discarded set of fifteen earphones from the language laboratory, I divided the class in half, so that fifteen students listened to the tape recordings for about a quarter of an hour.

The recordings were as dramatic as I could make them, often utilizing the voices of my family and friends, and incorporating a stirring bongo drum accompaniment played by one of my students. They were designed to give the class a sense of how the novel should "sound" to their inner ear. I had noticed that even when my students knew the words they read in short phrases, Dick and Jane fashion, so that they often did not have enough steam to plow through the semicolons of an adult style. Sometimes they took so long to get to the end of a sentence that they had forgotten the beginning. I hoped they could use the recording to help them catch the sweep and flow of English prose, without bogging down on unfamiliar words. To accomplish this I had them read silently while listening to the tape, moving a card down the page so that I knew they were actually at work. With eyes, ears, and hands busy, I had them trapped. They had to learn.

One group wrote while another listened. Then they switched, and the listeners read out loud the same passage they had just heard, using as much expression as possible. Since they had just heard me "reading like you meant it," as one said, they were much less hesitant about trying it themselves and much more willing to take suggestions. After five minutes of reading, we discussed the passage, relating it to the rest of the book. During the third fifteen-minute period of the class hour, the first listeners wrote a short assignment while I discussed the reading with those who had just finished listening to the tape recorder. These discussions were the most exciting I had all year with any class, and several times I left the room with the hair on the back of my neck tingling. For ten minutes at least I had had the public school teacher's dream—a class of fifteen, all of whom had just read the material, were anxious to talk about it, and were thinking hard before they spoke.




I usually related the short writing assignments directly to the taped material, and here again the immediacy of the reading, personal attention, and the flexibility of the situation were major factors in producing good writing. For instance, while the first group was reading *Catcher in the Rye* with the tape, I had the other group writing about the reasons they disliked school. As I circulated through the room, I realized that my question had not led to understanding, but had only intensified the hostility the students felt against school and teachers. They seemed to resent writing on the subject because of a sense that their feelings were not quite legitimate. Because they had not succeeded in school, they felt they were not in a position to condemn it. To help the students understand and explore this feeling I switched assignments for the second group, and taking my cue from a dissected worm which happened to be in the room, I asked them to pretend that they were worms who could see. "What would it be like to be a worm coming up in the middle of a country road? a bustling city? a drag strip?"

I wanted to shock the students out of the clichés into which my first assignment had unintentionally forced their thinking. At the same time I hoped to give them a concrete analogy that could be used to show how Holden's "worm's eye view" was both revealing and yet distorted. While most of the students wrote on the level I expected, one perceived my underlying purpose. Drawing on our discussion of the book's symbolism, he wrote an allegory of *Catcher in the Rye*.

His worm actually represented Holden, disgusted by the dirt, and afraid that society was a ruthless giant that may squash him, or "can" him in an asylum. In the book, Holden was also afraid of being "frozen" into society, just as the fish were frozen into the Central Park pond. But in my student's paper, the fish—those who survive in society—represented a more immediate threat, one so intensely felt by the class that they discovered the paper's symbolism at once, and began a hot discussion on the necessity for responsible social criticism, and the danger of nonconformity.

> If a worm had eyes he would of seen lots of dirt. The people around him would be terrifing giants. He would half to watch where he was going 'cause he easy be step on and killed. His home might be tore up, and he be taken away and put in a can or box. Or the poor worm might be stuck with a hook, and drop threw a hole in the ice and be eat up by the fish.

These sudden flashes of brilliance, understanding, and insight were a constant source of bewilderment. Though I hoped to stimulate them, I never knew what form they would take, or from whom they would come. One of the most disquieting of these papers was written in response to an assignment on *Lord of the Flies*. To prepare the students for the symbolic confrontation between humanity and evil, I asked them to imagine the conversation between Simon, the lonely mystic, and a rotting pig's head, representative of the evil that had come to dominate the island. I appropriated a pickled dog's head from an incredulous biology teacher, set it up in front of the class, and the students went to work.

The grizzly minded had a field day, and even Fred, the one kid in the class whom I considered a dolt, was busy scribbling away. I watched him grip his pencil awkwardly in his fist, scrawling words that made a jarring descent across the page. There was scarcely a capital letter or a period on the page and only a dozen words were spelled correctly. Graded as a conventional essay his paper was a disaster, another failure from a kid I already knew was stupid. But as I studied his strange hieroglyphics, I realized that if the spelling were corrected and the words re-spaced on the page, his failure became a striking poem. Dittoed the next day, it startled the class

(*Continued on page* 104)



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

James S. LeSure

**PERSONAL OPINION**

# And Gladly Strike?

*On this page, each month, a distinguished educator, writer, or critic of education is given an opportunity to express his views freely on a topic of his own choosing. The opinions expressed may differ sharply from those of the editors.*

By JAMES S. LESURE, *author of "Guide to Pedaguese." Although Mr. LeSure is Teacher Certification Officer for the State of Connecticut, the opinions expressed here are his own rather than those of the Connecticut State Department of Education.*

"THIS IS no time for strikes." So spoke U.S. Commissioner of Education Francis Keppel in an address this past summer to the American Federation of Teachers. I wish he had said, "There is never a time for teachers to strike." I wish this, not because strikes of public employees are unlawful (as they frequently are), not because teachers strike primarily against children (a view quite widely held), but because the strike, or the sanction, or blacklisting as a bargaining weapon is not, in the long run, in the best interest of teachers.

If the aim is simply more money now, or better working conditions now, or smaller classes now, perhaps we must admit that coercion and extortion (for that is what strikes and sanctions are, no matter how they are glossed over) are the answer. But I submit that the real objective of teachers is recognition of teaching as a profession. Such recognition, with all its perquisites, cannot be acquired by force. The only kind of professional status that means anything is that which the public accords on the basis of professional behavior. And, right now, teachers' organizations are emphasizing teacher welfare. Strikes or sanctions and professional recognition are mutually exclusive—teachers cannot have it both ways.

Organization leaders who favor the more militant posture now being assumed by teachers agree that coercive measures are not desirable. They insist, however, that without effective use of force when society refuses to yield them what they regard as their due, teachers are powerless. "What are we supposed to do," one of them asked me not long ago, "sit back and wait for the kindly politicians to vote us more money?"

But those kindly politicians, if they are to remain in office, must, if our version of democracy means anything, reflect the opinion of their constituents—and the opinion of those constituents is based today on considerably less naïveté than used to be the case. Parents, for a variety of reasons, have become vitally concerned with the kind of education their kids are getting. Books like Koerner's *The Miseducation of American Teachers* and Conant's *The Education of American Teachers,* different though they are in approach and tone, have raised very serious questions, some of which educators have been hard put to answer effectively, about the education of the people responsible for our children's schooling.

It takes no supernatural insight to acquaint an intelligent parent with the fact that not all teachers are alike in ability. That same parent, who is also a taxpayer, has heard about the importance of "individual differences" of pupils in the classroom, and he wonders why these differences should not be recognized among teachers, especially in paying them. He wonders, too, why teachers expect to be paid as much for thirty-eight weeks' work as others are paid for fifty, yet be virtually guaranteed a lifetime job after three years of avoiding being fired. He has heard that teaching cannot attract topnotch young people; but he wonders in what other field so many women can do so well—and a good two-thirds of our teachers are women. Then he looks at Anna Doakes, who is repeating for the thirtieth time her first year of teaching, rarely reads a book, and scarcely lifts a finger outside the classroom. Why should she be making $9,500 a "year"?

IN the past fifteen years, salaries in many states have doubled, whether one looks at bottom, top, or average, and the trend is still steadily upward. In the larger cities and "better" suburbs, teachers in their mid-thirties are reaching five-figure salaries—with complete job security through tenure laws, and with fourteen weeks' paid vacation. If so much has been accomplished virtually without recourse to strikes and sanctions, can much more be accomplished through coercion? So long as the unions threaten strike on the one hand, and the associations rattle the sanction saber on the other, the public, to be sure, knows where it stands. And it knows where the teachers stand: squarely with the rest of labor battling for their share of the consumer dollar, and as much more as they can get. They will never be classed with doctors, lawyers, and clergymen in prestige, nor with the engineers, accountants, and entrepreneurs in income. Their ceiling in status and in salary will be lower, much lower, if they continue on this road.

Some teachers seem to feel that they have been forced to their present position, that they have no choice. I believe there is at least one alternative. Many teachers, probably a majority, are, by anybody's definition, professional. They are interested in doing the best job they can in the classroom. They care about the children for whose learning they are responsible. They would like better pay, of course, and better working conditions and more prestige. Who wouldn't? But they expect to earn it, not take it at the point of a gun.

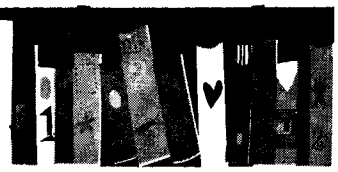
Let *these* teachers organize, through existing organizations or through a new organization. Let them then bend their collective effort toward better performance of teachers in the classroom, toward weeding out deadwood from teaching, toward attracting better people into careers in education, and toward achieving higher standards for the preparation of professional personnel for the public schools, to mention a few of the more obvious needs. For the kind of public support education needs in this country will come only when the people recognize *by their deeds* that the primary, the overriding goal of teachers' organizations is the improvement of the quality of education offered in the public schools.

Then, and only then, will teaching have become a profession.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# the Editor's Bookshelf



**On the surface, the** contemporary university appears to be a thriving institution. Well qualified students by the tens of thousands are competing for admission. Graduates, including those with advanced degrees, are in great demand. Professors, deans, and presidents are eagerly sought as consultants to industry and government. Library and laboratory facilities are expanding rapidly as millions of dollars are poured into the treasuries by foundations and the federal government as well as by alumni and students. If the university were a commercial enterprise it would be classed as a "growth industry."

But a university is not an industry nor does education lend itself to mass production. Rapid growth based on a greater demand for its product only complicates its problems. During the period of greatest expansion, communication is breaking down on many campuses, students and faculty are in revolt, and fear is growing that the institution is all but ungovernable.

Speaking at Princeton last fall, President James A. Perkins of Cornell commented, "The modern university is one of those strange paradoxes of human affairs, dangerously close to becoming the victim of its own success. At a time when there is the greatest clamor among students for admission to the university, there is the greatest dissatisfaction with the conditions of student life and studies. . . . At a time when research is richly supported—and respected—it is being described as the academic Trojan horse whose personnel have all but captured the city of the intellect. And at a time when faculty members are in greatest demand for service around the world, there are intimations that their efforts to save the world will cost us our university soul."

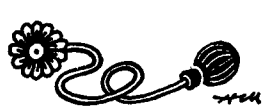
In ***The University in Transition*** *(Princeton University Press,* 90 *pp.,* $2.95), a book based on the series of lectures from which these comments are taken, Perkins asks, "How has this paradox come about? What forces are at work? How have they affected the external relations and the internal operations of the university? Can we resist a tendency to internal disorder? Is the university's autonomy and integrity inevitably compromised by its growing involvement with society and by the increasing necessity for state, regional, and national planning?"

A university's concern for knowledge, says Perkins, has three potential aspects. "The acquisition of knowledge is the mission of research; the transmission of knowledge is the mission of teaching and the application of knowledge is the mission of public service." Medieval universities focused their attention on the preservation and transmission of knowledge just as secondary schools and many colleges do today. Many American institutions, particularly the land grant colleges, have accepted responsibility for public service through the practical application of knowledge. But during the nineteenth century German universities shifted their emphasis to research directed to the acquisition of new knowledge, and by the end of the century American graduate schools were following the German lead. Now that the graduate schools are in the ascendancy in American universities,, the emphasis on research dominates these institutions. But the conflict between the acquisition of knowledge and its application continues to torment the halls of academe while the conflict between research and teaching takes the form of the "publish or perish" controversy.

The responsibility for reconciling the three responsibilities of a university clearly rests with those in charge of the institution. But who *is* in charge? asks Perkins. "With the faculty in orbit, students out looking for their lost identity, and administrators out setting dynamite under foundation vaults—who is taking care? Who says 'no' to large-scale research enterprises? And on what theory?"

He rejects the view that these problems can be solved by turning over the management of the university to either the students or the faculty as some have demanded. The undergraduate is on the campus for only four years—much too short a time to learn the complexities of university operation. Moreover, ". . . the student is a student. He is at the university to learn, not to manage; to reflect, not to decide; to observe, not to coerce."

The faculty as a whole has neither the time nor the capacity to run the university. "Partial views which are based upon increasingly specialized interests make it difficult for the faculty as faculty to have a point of view on broad institutional matters. Consequently, the faculty's administrative stance contains elements of senatorial courtesy—maximum permissiveness with respect to individual faculty desires, combined with maximum protection if anyone would interfere with this permissiveness. Such a posture is exactly right for the protection of the classroom, but it is quite inadequate for educational or institutional management." He adds, however, that individual faculty members are indispensable to the management process and says, "Indeed, I would put high on any university priority list the identification and support of those members of the faculty whose viewpoint is broad, who have that rare quality of seeing problems in operational terms, and whose faculty standing is solidly based on a specialized competence. They do not have to be drawn into full-time or even part-time administration. But they are the mainsprings of the university works, the heartbeat of its body, and the real initiators of reform and progress. . . . Presidential leadership consists, in large part, of discovering these faculty leaders and then staying at their elbows, supporting their ideas, finding them money, guiding them when necessary, and encouraging them when the going seems rough."



It is the administrator, who must accept the responsibility for the management of the university as a whole. "He must be able to involve himself directly in the central academic business of the university, to exert educational leadership, to be an agent for both stability and change. . . . He must not fear power or be afraid to exercise it, because he must know that power cannot be the direct concern of either student or teacher."

In his final chapter Perkins comments on the "very substantial and complicated superstructure of educational interests and educational institutions that are being established outside of and over the university," and concludes, "the university, which was conceived and has long been thought of as a self-sufficient community of scholars, now finds self-sufficience a nostalgic dream." He discusses the emerging hierarchy of supra-university institutions such as the University of California and the State University of New York, the various regional and national organizations of scholars and institutions, the influence of philanthropic foundations, and the growing role of the federal government. He believes that the university leaders of the future must be "campus-located but systems-oriented, they will have a firm grip on what is required for the pursuit of knowledge, and they will, at the same time, appreciate how each part of the system contributes to this pursuit."

As is often the case with the authors



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

of books on large and complicated problems, Perkins is more successful in asking the right questions than in providing answers. His questions are specific, his analyses and interpretations are perceptive, but his answers are general. At the conclusion, it is still not clear just how the three responsibilities of the university are to be brought into proper balance, how the university can avoid becoming the victim of its own success, or how an excessive rate of growth is to be dealt with. We seem to be caught in an endless spiral, "Growth begets more growth, specialization more specialization. Discovery leads only to more questions, which require new ideas and more specialized training, which—in turn—produces more discoveries."

To the question, "Who is in charge?" Perkins has a more specific answer. The president is in charge, or if he is not he ought to be. ". . . the role of the university president as bashful educational leader is mostly nonsense and greatly overplayed." This answer is in contrast with the view of President Kerr of California that a university president is primarily a mediator of conflicting forces: students, faculty, board, alumni, state and federal governments, and the public. It seems probable that most university presidents will agree with Perkins in principle while continuing in practice to play the role recommended by Kerr. The firm and decisive role is both difficult and hazardous. It can succeed only when the president is a man of great talent, broad perspective, and high prestige who has both the faculty and the board firmly behind him; otherwise it can lead to disaster as it has, over the years, in a number of universities. On the other hand, it must be admitted that the mediators have not recently had great success in dealing with student and faculty rebellion. Perkins is quite right in saying:

"We must, after all, find a way to run this extraordinary institution." His book will help to find the way.

***Ferment on the Campus,*** by David Mallery (*Harper & Row,* 147 *pp.,* $4.50), is a survey of college student attitudes which focuses on the dynamics of political and social action. Mallery was commissioned by the College Student Personnel Institute to visit seven campuses, large and small, which were chosen to be "as different from each other, and in as many ways, as we could find them." On each campus he held conversations with students selected by the dean for their special interest in political and social action.

Activists—"the people who care"—were much harder to find on some campuses than on others. "There remain plenty of students," says Mallery, "who are totally immersed in their books, labs, and partying. Not everyone is so politically awakened as some of the more optimistic and eulogistic commentators are proclaiming." The lowest level of interest was found among fraternity and sorority members, who are scorned by both liberals and conservatives for their lack of concern for social and political issues. "One of the fascinating themes in these conversations was the disenchantment (of students) with fraternities and sororities."

Mallery found that politics was a lively and explosive interest in some of the colleges he visited but even on these more active campuses the interest was by no means universal. What was reported as a "huge turnout" to hear a political debate at one metropolitan university actually meant a turnout of 800 of the university's 26,000 students.

Though this volume contains some useful additional data on student attitudes it offers few surprises to anyone who has been around a college in recent years or who has read the voluminous literature on student political activity. The question "What does it all mean?" is left unanswered.

—PAUL WOODRING.

# Ideas for Teen-age Summers

***College Programs for High School Students, Summer 1966*** *(Directory Publishers, 194 Saddlewood Drive, Hillsdale, N.J. 07642, 254 pp., $6) is a directory of college-based and college-sponsored summer programs for high school students.*

By JAMES CASS

AS SUMMER approaches, parents of teen-age children face the nagging question of how their offspring should spend the vacation months. Certainly young people who have devoted themselves intensely to academic pursuits throughout the school year should have some weeks of respite to explore themselves and their own special interests without adult direction or pressure. But three months of aimless "hacking around" is not likely to result in a productive or a satisfying summer.

In response to the growing demand for constructive summer activities for young people, an increasing number of educational and quasi-educational programs have been developed in recent years by both public and private agencies. Information about them has often been hard to come by, however, because they are so scattered geographically, and because many of them change in character from year to year.

Therefore, a new directory, *College Programs for High School Students, Summer 1966,* will be welcomed by many parents as the solution to their teen-age summer problem. It gives information about 378 programs at 223 colleges and universities in forty-eight states and the District of Columbia. These programs vary from two- or three-day workshops for high school yearbook editors to seven-week foreign language study programs that attempt to provide "the equivalent of a year's course in language at the college level."

All programs are given on college or university campuses; a high proportion of them, especially in mathematics and the sciences, are underwritten by the National Science Foundation. Next most numerous categories are music, college preparation (introduction to college-level studies for high school seniors and graduates), speech and drama, art, and foreign language. Other programs include: architecture, ballet, cheerleading, citizenship, journalism, leadership, twirling (baton, not dervish), and wrestling.

Each program is described briefly, but in enough detail to give the relevant facts. A typical description tells what the program is about, the period during which it is offered, its scope (the purpose, nature and level of the program), who is eligible, costs (including room and board if it is a residence program), and whom to write for further information. No evaluation of the individual programs is offered—the information given is that provided by the colleges. Programs are grouped by subject, and a separate index lists the institutions alphabetically by state.

This directory includes only a small percentage of the many programs designed for teen-age summer consumption, but it includes a large number of the more interesting ones. It is designed primarily, in this first edition, for library and other institutional use, but is directly available to the public from the publisher. Interested youngsters and their parents should remember that application for programs sponsored by the National Science Foundation must be completed during March.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

**"Student humanists, scientists, and athletes alike return from abroad with a heightened sense of the importance of art."**

# WHY STUDY ABROAD PAYS OFF

*Among the many colleges and universities that offer students opportunities for study abroad, few if any provide more varied options or offer more carefully planned programs than little Kalamazoo (Michigan) College. More than 90 per cent of all Kalamazoo graduates have spent some time in foreign study at one of the college's centers in Germany, France, Spain, Portugal, Sierra Leone, and Kenya, or at one of the centers of the Great Lakes Colleges Association in Colombia, Japan, and Lebanon. Here the director of Kalamazoo's Foreign Study Program describes some of the nonacademic benefits that may accrue from study abroad.*

By RICHARD T. STAVIG

NO LONGER is foreign study for American undergraduates limited largely to language majors from prestige schools. Today one has to search to find an American college or university that does not have, or is not contemplating, some kind of foreign study program for its students, and these programs are each year serving an increasing number of very different kinds of students. Unfortunately, however, this rapid expansion has too often been characterized by inadequate planning, uncertain objectives, and uneven standards. Consequently, as overcrowded foreign universities become less receptive to our students and as questionable practices come to light, attention is finally being given to serious evaluation of foreign study. Clearly we need to examine carefully what can and what cannot be done successfully by American undergraduates abroad.

Experience at Kalamazoo College suggests that foreign study need not be limited to the outstanding student nor restricted to language majors. The average undergraduate junior can definitely profit from a period of study abroad. Having said that, however, one must make clear under what circumstances this can take place. The benefits of foreign study are not automatically dispensed. Only if students are adequately screened and carefully prepared, and only if programs designed for them are appropriate to their qualifications will there be reasonable expectation of success. Very few American undergraduates are ready to plunge into the Sorbonne unaided; many, however, can study profitably in foreign universities and in foreign settings with proper assistance.

But what constitutes "profitable" foreign study? Since study abroad generally substitutes for college work at home, it is not enough to demonstrate that a student gains something from the experience. If the gain is not greater than what could have been achieved at home during the same period, the extra cost and trouble are scarcely justified. Measuring the extent to which a student profits from study abroad, however, is extremely difficult. Since colleges and universities currently measure student progress at home almost exclusively in terms of credits and grades, foreign study is evaluated in the same way; emphasis is placed on academic standards and on academic achievement. This is certainly proper and necessary, especial-

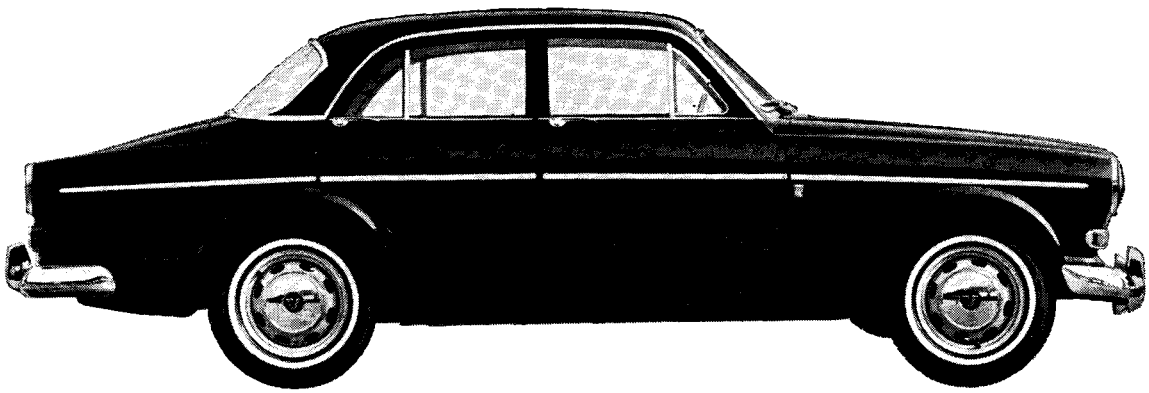


PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Going to Europe?

**If you buy a Volvo for touring over there (it runs away from other compacts in its class, yet gets over 25 miles to the gallon), and then have it shipped home, you'll save money and have fun.**

**Otherwise we take no responsibility for your trip.**



Volvo prices in Europe start at a low $2095 delivered in Gothenburg. Other European points slightly higher. Return shipment to Newark, N. J. $25; all other U.S. ports $100 (this, too, is quite a bargain). If this sounds good to you, see your travel agent, your Volvo dealer, or write to: Volvo, Inc., Rockleigh, N. J. Volvos, incidentally, are available with automatic transmission.

VOLVO

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ly so the longer a student remains abroad. But this kind of evaluation is incomplete because it ignores the personal dimension—the reason most students go abroad and the reason for their enthusiasm when they return. This is not to say that academic work should be de-emphasized or that its currency should be devalued by giving academic credit for personal growth or experience; rather, that any evaluation of foreign study is inadequate if it restricts itself only to what is academically creditable.

The academic experience abroad can be stimulating and rewarding, especially for the student who is able to exploit the opportunities available to him in a different educational system. But for most undergraduates the academic values alone are not sufficient to justify foreign study. What a student gets from a non-language course abroad is seldom superior in quality or quantity to what he could get in a similar course on his own campus. This is no reflection on the quality of education abroad; it simply means that because of language difficulties, sequential differences, and adjustment problems, the foreign student is unable to benefit from course work in the same way that a local student might. (Recognizing this, many American colleges and universities have supplemented course work abroad with tutorials, papers, and special seminars designed for their own students; Stanford has even exported some of its own faculty and curriculum to certain foreign centers.) Furthermore, what American students tend to get abroad is largely general education, not the specialized study juniors require. The academic program, then, often represents not so much a plus factor as an attempt to avoid a minus—the loss of course work missed at home. Of course, if the academic program abroad is superior to that at home or unavailable there, foreign study can obviously be justified in academic terms alone. Conversely, if the academic loss is great, no justification is possible for foreign study as an educational enterprise. If academic gain or loss is absent or minimal, however, then the personal dimension becomes decisive.

What is this personal dimension in foreign study? Unfortunately, very little research has been done on this subject, and we badly need objective data. It seems clear, however, that a student abroad is a rather special kind of visitor with unusual advantages and opportunities. Because he is able to function in his accustomed role and to operate as an insider in a partially familiar context, he is peculiarly able to profit also from non-academic experiences. He does not view a foreign country through the eyes of a tourist; neither does he live what would be for him an artificial life of leisure. He observes and judges and evaluates from a favorable vantage point, and he participates in a way that is rare for an outsider. The results of such an experience naturally vary in kind and degree from student to student, but there is enough consistency, at least with Kalamazoo students, to suggest some tentative conclusions.

If a student is sufficiently integrated into the foreign culture, what he gets from the experience is primarily perspective – manifested in various ways. He sees, first of all, new relevance in traditional subject matter. Language study, so often viewed by students as irrelevant memorization, suddenly is found to be essential if one is to function effectively, and the results are often dramatic. Geographical and historical perspectives likewise change as places, peoples, and events take on immediacy. Students repeat President Kennedy's *"Ich bin ein Berliner"* as Germany and the Berlin Wall become not simply ideological symbols but physical realities. Alsace and Bavaria achieve existence as part of a student's own experience, never to be viewed again as mere configurations on maps. Some of this is expected and some is not. We expect that a visit to the Roman ruins at Trier might make vivid to a student the Roman penetration into Germany, but we are seldom prepared for the impact of recent history. For many students who go to France, for example, the most memorable sight there is not Notre Dame or Versailles but the American cemetery at Omaha Beach. World War II, which is considered ancient history by most present undergraduates, won't ever be quite the same to those who have spent some hours among the crosses and stars at

## *Where to Find Out More About Student Programs*

A vast number of programs are available, both of the traditional kind described in these pages, and the more varied types described on pages 92-98. Details about them can be obtained free of charge from the following organizations:

The Council on Student Travel (777 United Nations Plaza, New York, N.Y. 10017) serves as a clearing house for information on overseas travel for students and teachers. Information available is wide-ranging, and the more specific the inquiry, the more detailed can be the response.

Working with member organizations which are expanding operations into less known areas of the world, the Council also develops special orientation and educational programs for students interested in Asia, Africa, Latin America, and the Soviet Union.

Educational Travel, Inc., travel arm of the U.S. National Students Association (265 Madison Avenue, New York, N.Y. 10016), provides a low-cost foreign travel program and maintains a travel information and advisory service for students and teachers. The Independent Student Travel Services, at the same address provides information and services for the student wanting to travel on his own.

The NSA publication, *Work, Study, Travel Abroad* ($2), is a comprehensive guide to foreign travel.

Institute of International Education (809 United Nations Plaza, New York, N.Y. 10017) is a clearing-house of general information on scholarship and fellowship opportunities for American students. It administers fellowships, mostly on the graduate level, offered to American students by the U.S. government (including the Fulbright program), foreign governments, foundations, universities, corporations, private organizations, as well as private donors. A publication, *Summer Study Abroad* (no charge), offers some basic information on the subject.

American Youth Hostels (14 West 8th Street, New York, N.Y. 10011), provides information about student hostels in Western Europe—where they are, their rules and prices, information on camping and campsites, and travel routes for hikers and cyclers, as well as planned itineraries for Asia, Africa, Europe, and the Americas.

The Commission on Youth Service Projects (475 Riverside Drive, Room 825, New York, N.Y. 10027) is a council of more than forty organizations, church-related and private, in the United States and Canada, which sponsor youth service projects. The Commission's booklet, *Invest Your Summer* (30¢), provides a thorough listing of service projects in the U.S. and abroad. Further information on work camp programs around the world can be obtained from the Co-Ordination Committee for International Voluntary Work Camps (UNESCO, 6 rue Franklin, Paris 16e, France).

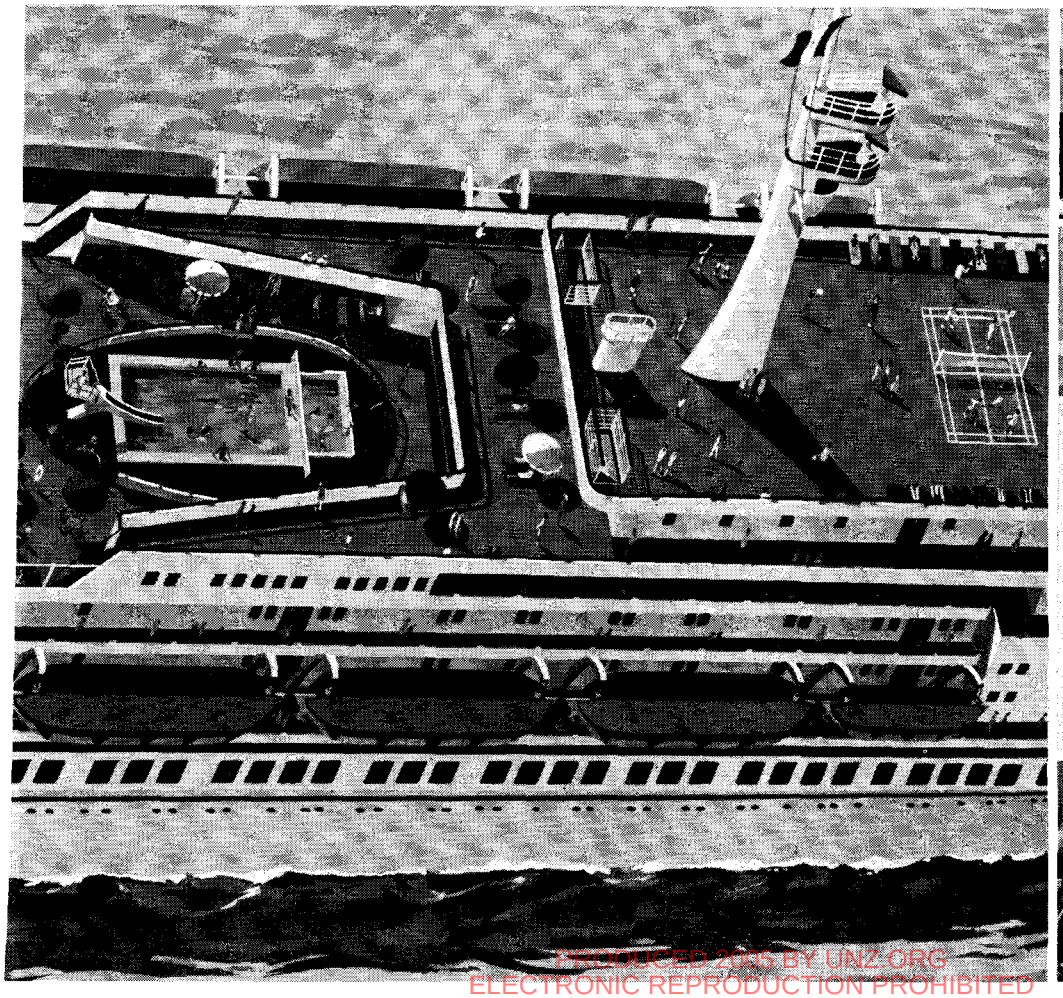


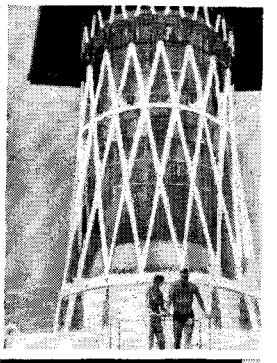
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# ITALIAN LINE GALA RESORT FLEET

You wake to a day that hasn't a sharp edge or a jarring note in it anywhere. The sky is likely to be sunny, the air spring-like, because our Sunny Southern Route to Europe averages 300 miles closer to the equator. Your fare includes a complete resort vacation. Relax on our beach-size sundecks, swim in our outdoor pools (21 of them!). Scores of pleasant people devote themselves to your personal comfort. Wherever you look: rich furnishings, original works of art. You dine on gourmet triumphs—6 times a day. A voyage on Italian Line changes your outlook from "beat" to up-beat; you get far more out of your time in Europe. Sail the sumptuous new twin superliners MICHELANGELO or RAFFAELLO, the elegant LEONARDO DA VINCI or CRISTOFORO COLOMBO. These form the Gala Resort Fleet. The world's newest fleet...biggest and fastest to the Mediterranean. See your travel agent or Italian Line, Dept. C-16, One Whitehall St., New York, N.Y. 10004; or 696 Fifth Ave., New York, N.Y. 10019. Telephone (212) 797-7000.

EXPRESS CROSSINGS • CRUISE-LIKE VOYAGES. *To the Mediterranean weekly from New York, monthly from Boston* • CRUISES: LEONARDO DA VINCI: 2 Mediterranean-Near East Gala Cruises, 42-day leaves N.Y. Mar. 5 for 21 ports, 36-day leaves Sept. 16 for 17 ports. Also 2 Mediterranean Festival Cruises (20 days, 7 ports), Spring leaves May 17; Summer July 2. MICHELANGELO: 20-day Mediterranean Summer Festival Cruise leaves Aug. 30 for 8 ports. RAFFAELLO: 20-day Christmas-New Year Cruise leaves Dec. 23 for 8 ports. Country of registry: Italy.





REPRODUCED 2006 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# What's so great about London?

# Air-India's European tours for a start.

All of Air-India's European tours start in London. That's because London's the most convenient and one of the most inexpensive "must-see" European cities to get to.

And the most convenient and inexpensive city to get to the continent from.

After we've shown you London, we make sure you really see the continent. For example: On our 15-day Maharajah Holiday you'll visit Amsterdam, Cologne, Bonn, Heidelberg, Munich, Innsbruck, Verona, Milan, Lucerne, Basle, Paris and see the highlights of 7 European countries. All for only $499.80.*

Some other delightful things about our Maharajah Holidays. You pick the one that's just right for you from 5 smart tours. You ride in the latest motorcoaches specially designed for European sightseeing. You're escorted by experienced, local guides. You stay at carefully selected hotels. And you find prices that offer you the most for your money.

Send for our two free brochures and get all the details on these exciting 15 to 32 day tours.

Along with the brochures, we'll send our free *Guide to World Tours and How to Choose Them.* It's packed with the kind of honest information that will help you select the best tour for you.

Who knows, it may even be one of ours. Wouldn't that be great?

*From N.Y.—all expenses including 14/21 day jet economy inclusive tour basing fare. Effective 4/1/66 subject to government approval.

Air-India, 666 Fifth Ave., New York, N.Y. 10022

Please send me the brochures on Air-India's European tours. Plus your *Guide to World Tours.*

Name _____

Address _____

City _____ State _____ Zip code _____

My travel agent is: _____

AIR-INDIA

The airline that treats you like a maharajah.
Over 32 years of flying experience.

SR


Omaha. Nor will the Nazi persecution of the Jews ever be forgotten by anyone who has seen the ovens at Dachau.

The average American student abroad is also likely for the first time to become really aware of the significance of the fine arts. Certainly no American need go abroad to encounter great museums or experience fine music. But a great number of students are, in fact, introduced there to professional theater, opera, or ballet, and others visit their first art museum or look critically at architecture for the first time. Interestingly, the same student who visits Chicago and is unaware of the fine Art Institute there would not think of leaving Paris without seeing the Louvre. This might be at first simply because it is the thing to do. It might also be because one can scarcely move abroad without being exposed to the arts. Probably also the new environment makes the student aware of his own ignorance—suddenly important because of the obvious context of respect and appreciation for art in which he finds himself. Whatever the reason, however, student humanists, scientists, and athletes alike return from abroad with a heightened sense of the importance of art.

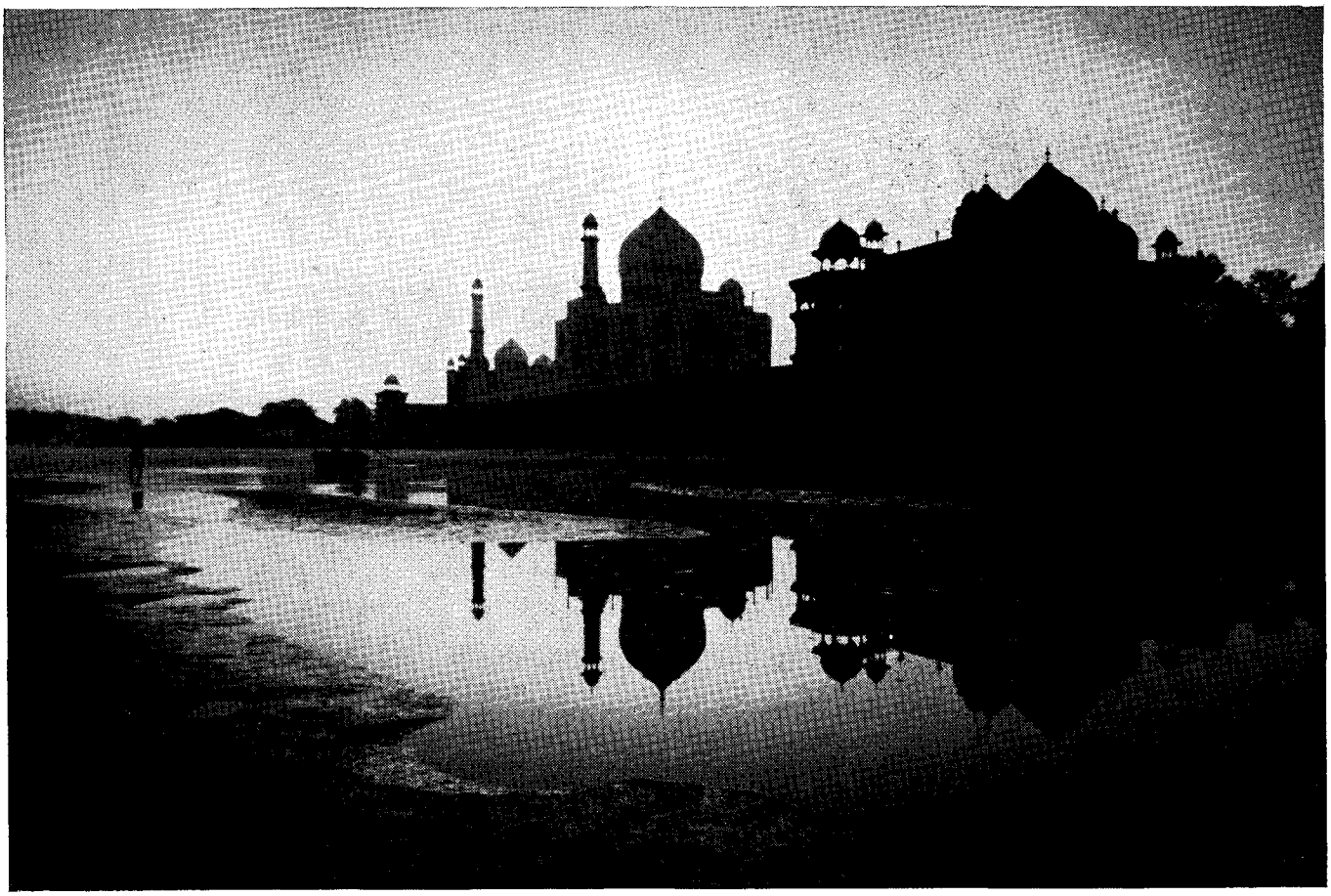
PERHAPS the most important shift in perspective involves the student's view of himself and his relationship to others. His shift in context allows him to see his own culture from the outside and a foreign culture from the inside. This, in turn, leads almost inevitably to a challenging of basic personal and national assumptions. In the process of observing and learning about a foreign culture, the student is paradoxically able to learn even more about his own country and about himself. Countries, peoples, customs, policies, values—all are seen afresh from a new vantage point. A Negro girl studying in Africa begins to sort out, for the first time, her racial, national, familial, and individual components. Others make equally meaningful discoveries. Interestingly, in most cases these do not result in radically changed values; rather, values tend to be clarified, modified, and strengthened. The experience abroad does not change the student so much as it helps him find out who he is.

Self-discovery also takes place on another level. Because the academic and social programs abroad are less structured than at home, the student tends to have more time for reflection and independent exploration. Most find this challenging and rewarding, though initially frustrating. The student is unable to escape into ritualized campus activities; he must establish new friends and new patterns of activity—difficult but valuable because they can meet present needs and do not have to compete with

(*Continued on page* 90)



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# And the Vichyssoise is out of this world.

Some people—we know this to be true—are reluctant to visit India for fear of not enjoying the more civilized comforts.

They stare open-mouthed at pictures of our beautiful country. They speak wistfully of one day seeing the Taj Mahal, and the Caves of Ellora, and the great Himalayas. But they never pick themselves up and go.

We hope these people are reassured by the next few paragraphs.

There are hotels in India. Fine, sensibly-priced hotels all across our country, with air-conditioned rooms, sumptuous beds, courteous valets, and ever-so-gifted chefs.

There are restaurants in India. Delightful, spotlessly-clean restaurants offering a wide variety of tempting Indian and continental favorites.

There are fine roads. For the price of a rented car, which in India includes a chauffeur at virtually no price at all, you can drive almost anywhere. You can also get about very nicely by jet and train. We boast the largest domestic airline in the world. And the fourth-largest railroad system.

Want to play a little golf? There are excellent courses all across our country. And splendid tennis courts too. If you'd rather be a spectator, you can watch the cricket and field hockey matches. They go on all the time. In Bombay and Calcutta, you can even lose a few rupees at the races.

Our point is this: See the wonders of our ancient, colorful land. The India of venerable monuments. The India of orchid-studded mountains. The India of sleepy blue lakes. The India time can't budge.

But, at the same time, feel quite confident that when you come to our unique and fascinating country you'll enjoy all of the modern amenities of life.

If you would like more information about our country, see your travel agent or write: Government of India Tourist Office; New York, 19 E. 49th Street; Chicago, 201 North Michigan Avenue; San Francisco, 685 Market Street.

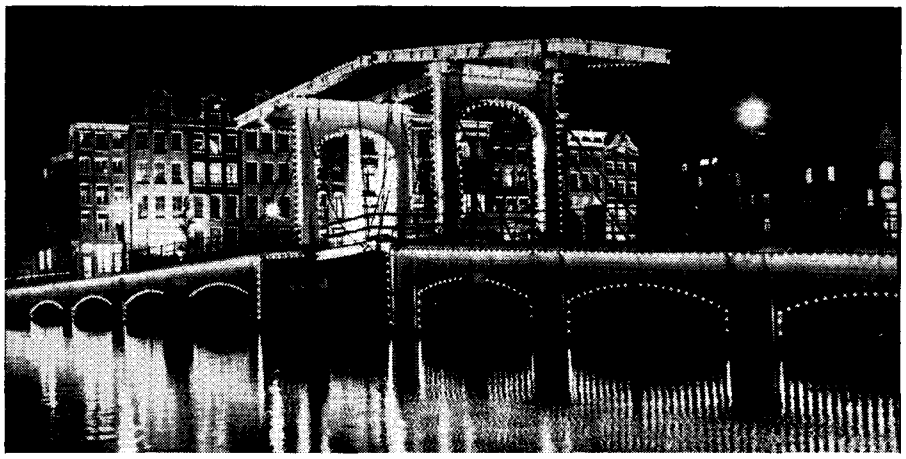
Also in Canada.

## India

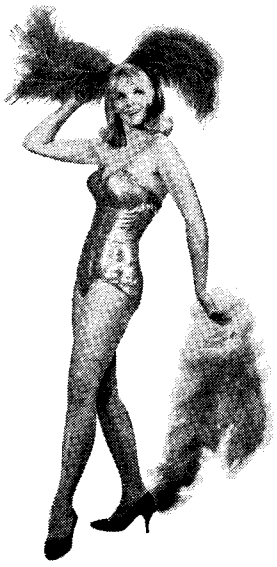
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# "By George– 22 surprises and all in Amsterdam"

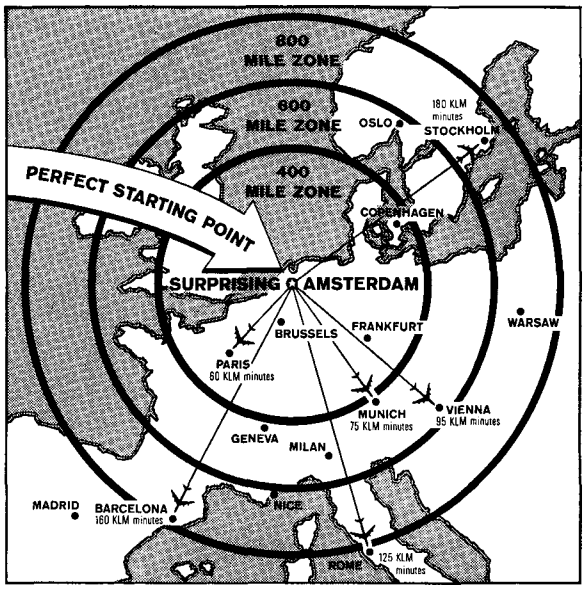
KLM's hometown is one of Europe's 4 most popular cities. Scan these reasons why. Then clip coupon for 208-page guidebook–plus details of new KLM "touring fares" that give you *2 weeks* in Europe for $371.



**Surprising Sights.** Amsterdam's wooden Magere (pronounce it Mock-huh-ra) Brug is the most famous of the city's 636 bridges. It's 300 years old—and still going strong.



**Surprising nightlife.** Amsterdam *swings*. After-dark entertainment ranges from ecdysiasts (above) to avant-garde poetry readings.




**Surprising gateway.** Amsterdam is the ideal place to *start* your tour. Right on the edge of the Continent—yet smack in the *middle* of Europe's other lively cities.

KLM and the careful, punctual Dutch can fly you to 40 cities of Europe. Each has its own personality.

*But we're willing to bet that you'll find Amsterdam the most surprising city of all.*

For example:

**1. Amsterdam has twice as many miles of canals as Venice.** There are 636 bridges *over* the canals for you to wish on—including the spectacular Magere Brug at left.

**2. You can see Amsterdam's Royal Palace—once called the "8th wonder of the world."** This massive building sits on 13,659 wooden *"stilts."*

**3. Hertz and Avis rates are near rock bottom in Amsterdam.** Example: a VW rents for $3.75 a day, 6½¢ a mile. *On a 30-day auto tour, you could save up to $100 by starting in Amsterdam.*

**4. You can dine in the world's skinniest restaurant.** Amsterdam's *Green Lantern* is 3 stories high—and only 6 feet wide.

**5. Amsterdam is the hub of Europe (see map).** It's the perfect place to *start* your tour. Fourteen of Europe's brightest cities are within that 800-mile KLM circle. (Note KLM flying times.)

**6. You can have a "night on the town" in Amsterdam for well under $5.** There's usually no cover, no minimum in Amsterdam's 45 nightclubs. A glass of Dutch jenever gin costs about 25¢. Watch an ecdysiast (far left) while you sip it!

**7. Amsterdam's Rijksmuseum has the most valuable painting ever put on canvas.** It's Rembrandt's giant "Night Watch." Museum admission: 15 cents.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

*(Amsterdam continued)*

**Surprising castles.** You can see 12 near Amsterdam. Romantic idea: stay overnight in one for about $4.

**8. You can join the world's most fantastic bicycle brigade for 85¢ a day.** Amsterdam has more bikes than any other city. Also, the most astounding variety of *riders*. (See cyclist below.)

**9. You can undergo Europe's only official test for witchcraft.** Step on the Witch Scale at Oudewater, 35 miles from Amsterdam. If you're too heavy to ride safely on a broom, you'll get a diploma. (Under 99 pounds, happy Halloween.)

**10. You can see a UN emblem set with 5,180 diamonds.** Admission to the diamond-cutting center is free. The world's *smallest* diamond is displayed, too. It's no bigger than this period.

**11. You can zoom around one of Europe's finest speedways in your own car.** Track fee at Zandvoort (just 15 miles from Amsterdam) is 56¢—*per day*.

**12. Amsterdam is the most perfectly preserved city in Europe.** Not one brick may be moved without official permission. *Result: you can photograph the 17th century.* (This is why many people say Surprising Amsterdam is the most satisfying place to get your *first glimpse* of the old world.)

**Surprising sounds.** Amsterdam is a city of musicians. It has one of the world's great symphony orchestras—and more barrel organs than *any* other city.

**13. You can visit the Anne Frank House.** The attic rooms at 263 Prinsengracht are just as the Franks left them. Open daily.

**14. Amsterdam has more barrel organs than any other city.** They serenade you with Strauss, Puccini—Cole Porter. Carillons chime in every half hour.

**15. You can have a 21-dish feast for about $3—per couple.** It's an Indonesian delight called "Rijsttafel." Included: curried meat, sprouted beans, stuffed omelet. You can dine in 12 languages in Amsterdam—at *half* New York prices.

**16. You can hear one of the world's best orchestras for $2.** That's the price of a good seat for a performance of Amsterdam's Concertgebouw Orchestra.

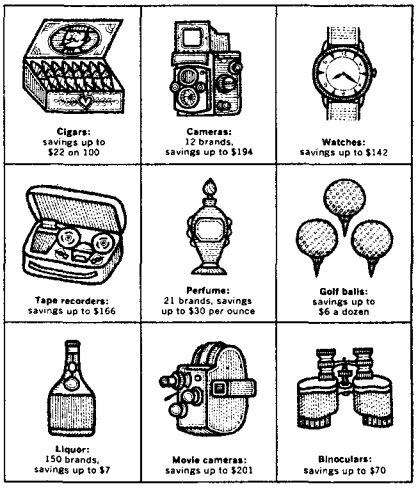
**17. You can visit Aalsmeer and see 320 acres of greenhouse blossoms.** Aalsmeer—next door to Amsterdam Airport—is the center of European flower growing. Flowers are cut at dawn, sold by 11:00 a.m., and rushed to KLM planes for delivery.

**18. You can rent a boat (with skipper) and tour Holland by water—$4.75 a day.** The rate is per person, in a party of six. This adventure is popular, so book your boat early. Your travel agent can help.

**19. Near Amsterdam, you can see the world's most spectacular miniature town.** It's called Madurodam. All the famous landmarks of Holland, past and present, are reproduced in exact 1/25th scale—on *five acres*. Admission: 35¢.

**20. Amsterdammers are the best linguists in Europe.** Most speak *English*—a blessing when you need directions. *Note:* you have a standing invitation to visit any of 245 Dutch families *at home*.

**21. You can storm a dozen ancient castles on the outskirts of Amsterdam.** There's a cozy coffee shop in the old wine cellar of the one at Muiden. Some castles even have guest rooms where you can stay the night for as little as $4.



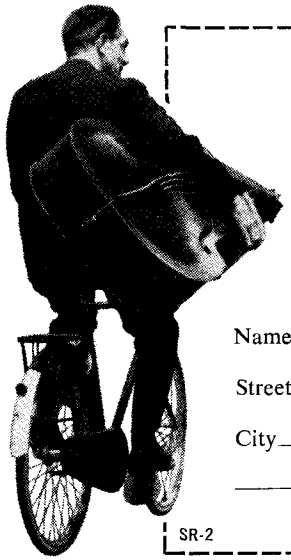

**Surprising bargains.** Sample savings you can make at Amsterdam's *tax-free* center—*largest in Europe*.

**22. You can find Europe's best bargains in Amsterdam.** Delft china, cheese and diamonds, of course. *Antiques*—for as much as *80 percent* less than in the U.S. Note *tax-free* bargains above, too.

## 2 weeks in Europe—$371

Clip coupon for KLM's 208-page *book* with more Amsterdam surprises. (Or get a free copy from your travel agent.)

*Important: you can also use the coupon to get details of KLM's new "touring fares" that give you 2 weeks in Europe, including round trip economy jet fare from New York—for just $371.*



KLM Royal Dutch Airlines, G.P.O. Box 1869, N. Y., N. Y. 10001

☐ **Please rush me KLM's 208-page book, "Surprising Amsterdam." I enclose 25¢ to cover mailing costs. (Or get one free from your travel agent).**

☐ **Please send free brochure on KLM's exclusive "Europe on $5 a Day" plan/"touring fare"* offer—15 days, 5 cities, air fare, hotels, breakfasts and sightseeing, only $371 complete.**

*Effective April 1, subject to gov't. approval.

Name_____ Phone_____

Street_____

City_____ State_____ Zip Code_____

_____
*(Name of travel agent)*

KLM

**ROYAL DUTCH AIRLINES**

SR-2

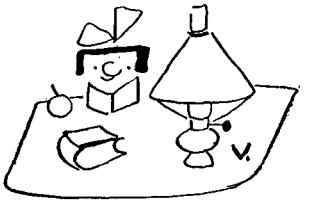
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

*Continued from page 86*

already worn out or outmoded patterns. Social relationships tend to be much more spontaneous and relaxed than they are at home. Friendships with members of the opposite sex on a non-dating basis are possible; mixed groups can participate in various activities without feeling the need to pair off. Relationships with a student's host family overseas can also provide a different kind of social dimension. Both family and student are able to relate to one another in a way that can provide the intimacy of family life without the burden of the past or the responsibility of the future. The student is invited to begin life anew, and he becomes aware of the importance of his own role.

In this kind of environment many students develop a degree of confidence, poise, and assurance previously lacking. One girl described the change this way: "I feel that my experience in Europe was a dividing line between two lives—that of a child and that of an adult. . . . I feel different inside . . . more stable, basically happier, freer as a result of my experience. I no longer feel like a child wandering, asking to be led. I have begun to feel that someday I may be able to lead." This scarcely reports on academic progress, but isn't this somehow what liberal education is all about?

If the personal dimension of foreign study looms large, what does this signify? First of all, we must simply recognize that this is so. This in itself would affect both the planning and evaluation of foreign study. Then we must try to analyze precisely what happens abroad and under what conditions in order that we might assist and enhance this part of the educational experience and exploit it after the student returns. The non-academic must not be substituted for the academic; indeed, the former cannot exist without the latter. The academic must be seen, however, as only a part of



a much larger educational whole—certainly legitimate educational practice here or abroad, particularly within the framework of the liberal arts. In our zeal to maintain high academic standards abroad we must not forget the personal dimension of foreign study. We must not reproduce for our students American institutions abroad with all of the structure and paraphernalia that that implies. We must remember why we wanted to send students abroad in the first place and why they wanted to go.

### *New Angles on the Year Abroad*

*Several institutions have developed programs in recent years that offer a fresh perspective on study abroad. A few of these are listed here:*

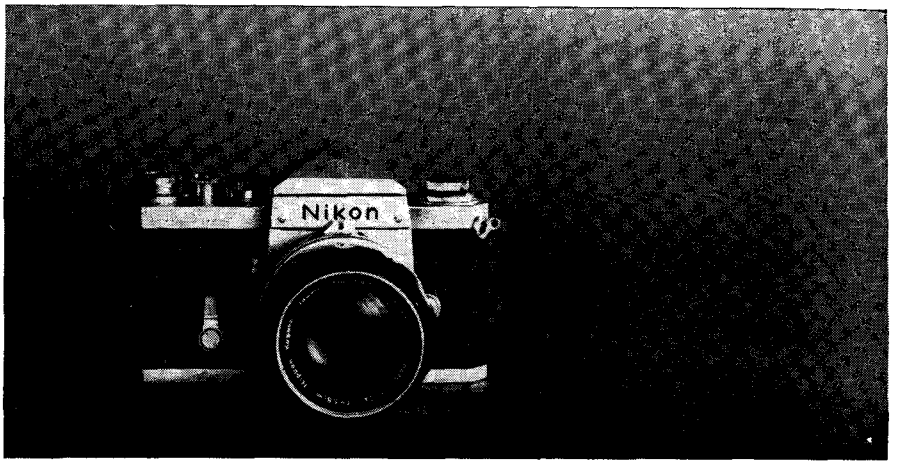
Stanford University administers an "Inter-University Program for Chinese Language Studies in Taipei." This full-year program, sponsored by nine top-ranking universities including Stanford, provides graduates and undergraduates with intensive language instruction, and furthers their knowledge of Chinese texts and materials preparatory to research in academic or professional fields. Write: Graduate-Overseas Centers and Special Programs Office, Room 207, Building 10A, Stanford University, Palo Alto, California.

In Bogota, Colombia, the Universidad de Los Andes is host to several American university programs: University of California sends students there for a full year beginning in June. Syracuse University students are offered one semester. Dartmouth College, together with the Experiment in International Living, arranges for juniors and seniors to spend a fall term studying the language and literature. Rollins College also offers a "half-year-abroad" arrangement. Inquiries should be addressed to the individual institutions.

Indiana University sends students to the University of San Marcos in Lima, Peru, for a ten-month program beginning in March; field trips and excursions supplement formal course work, and students live in private homes. University of Kansas offers a junior year at the Universidad de Costa Rica, from February to December. The Great Lakes Colleges Association (Antioch College, Yellow Spring, Ohio) has an academic-year program in Bogota.

Colgate University sends students to Colombia, Chile, and Argentina for a semester on a program called CLASP (Colgate Latin American Study Program). The emphasis is on experience with Peace Corps type work, rather than on formal study. Colgate also offers a highly specialized semester in London for majors in economics, English, or history.

Yale offers a junior year in Asia, Africa, or Latin America, doing Peace Corps type work. The purpose is not formal study, and the program is part of a new five-year bachelor's degree program. (See "Schools Make News," *SR*, Jan. 15).




**You will see more outstanding work in photography this year, because more outstanding photographers are switching to Nikon**

**Nikon F is the earnest camera for people in earnest about photography.**
**Nikon Inc. Garden City, N.Y. 11533 Subsidiary of Ehrenreich Photo-Optical Industries, Inc.**



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

NEW! 1966 MAUPINTOUR

# EASTERN EUROPE TOUR INDEX

## OF ESCORTED FIRST CLASS 15 TO 56 DAY TOURS

**15 DAYS**
**RUSSIA BY MOTORCOACH,** beginning Warsaw concluding Helsinki. Visits Warsaw, Minsk, Smolensk, Moscow, Riga in Latvia on the Baltic Sea, Leningrad, and Helsinki. Departures: June to September. **$467 plus air.**

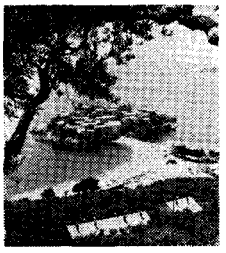
**17 DAYS**
**RUSSIA BY MOTORCOACH,** beginning Helsinki concluding Warsaw. Visits Helsinki, Leningrad, Pushkin, Novgorod, Kalinin, Moscow, Smolensk, Minsk, and Warsaw. Departures: June thru August. **$495 plus air.**

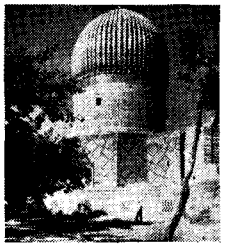
**21 DAYS**
**CAPITALS OF RUSSIA AND EASTERN EUROPE BY AIR.** New for 1966. All travel by jet from city to city. Visits Prague, Berlin, Warsaw, Moscow, Leningrad, Kiev, Bucharest, Sofia, and Budapest. Departures: May thru August. **From $1138 from New York.**

**22 DAYS**
**THE BALTIC CAPITALS.** Copenhagen, Warsaw, Brest, Minsk, Smolensk, Moscow, Latvia's Riga, Leningrad, Helsinki, Stockholm, Oslo. Departures: June thru August. **$648.50 plus air.**

**22 DAYS**
**DALMATIA AND THE BALKANS.** New for 1966! Features Dubrovnik and St. Stefan on the Adriatic coast, Yugoslavia, Bulgaria, Black Sea resorts, Rumania, Transylvania, Hungary. Departures: May to September. The year's bargain! **Only $998 complete from New York.**

**30 DAYS**
**THE COMPANION.** Includes the Scandinavia capitals, Soviet Union, Poland, Czechoslovakia, and the Berlins. June and July departures. **From $1440 from New York.**





**42 DAYS**
**THE EXPLORER.** Copenhagen, the Berlins, Nuremberg, Prague, Vienna, Budapest, the High Tatras mountain resort, Cracow, Warsaw, Minsk, Smolensk, Moscow, Kiev in the Ukraine, Leningrad, Helsinki, Baltic Sea Cruise, Stockholm, Jonkoping, and concludes Copenhagen. Departures: July 9th and July 30th. **$1888 from New York.**

**50 DAYS**
**THE NEW SOUTHEASTERN EUROPE.** For the first time in 1966. Includes a most comprehensive lifeseeing program of the *Eastern Mediterranean and the Balkans* from the Dalmatian coast of Yugoslavia to Istanbul on the Bosphorus and the Golden Sands of the Black Sea. Also includes a complete tour of *Greece* plus an *Aegean Cruise* to Hydra, Delos, and Mykonos. One departure: July 16. **$2188 from New York.**

**51 DAYS**
**CITIES OF CENTRAL ASIA.** Tamerlane's Samarkand and Bukhara, Tashkent and Alma-Ata, Baku on the Caspian Sea, Erevan of Armenia, Tbilisi of Georgia, Sochi, Kiev, Moscow, Leningrad (plus Old Russian Cities, Riga, or Irkutsk in Siberia), Afghanistan's Kabul, Persia's Isfahan, Shiraz, and Persepolis, and Istanbul. Departures: April thru September. **From $2781 from New York.**

**56 DAYS**
**EASTERN EUROPE ADVENTURE.** The Grand Tour of Austria, Hungary, Yugoslavia (Dalmatia, Montenegro, Macedonia), Bulgaria, Rumania, U.S.S.R., Poland, Czechoslovakia, plus Berlin. Departures: June and July. **$2237 from New York.**

Maupintour's 1966 Eastern Europe tours include exciting new itineraries . . . as well as popular, proven tours that date back to 1955 when the Soviet Union was first opened to travel. Maupintour's eleven years' Eastern Europe travel experience means tour members travel carefree with knowledgeable tour directors, sharing new discoveries and adventures with fellow Americans. Membership is limited to 30 persons. And ballet, opera, folklore music or dancing entertainments, as well as dining in noted restaurants, are all included.

For detailed new Eastern Europe brochure, contact your nearest Maupintour regional office, or your favorite local Travel Agent.

**Maupintour**
world-wide standard of travel excellence

ASTA

HEADQUARTERS: 711 West 23rd Street, Lawrence, Kansas 66044
NORTHEAST: 270 Park Avenue, New York City, New York 10017
SOUTHEAST: 2912 M St., N.W., Georgetown, Washington, D.C 20007
MIDWEST: Commerce Tower, Box 13205, Kansas City, Mo. 64199
WEST/SOUTHWEST: 1780 Pacific Avenue, San Francisco, Calif. 94109
EUROPE: The Centre International Rogier (17 Floor), Brussels, Belgium

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

—George Gardner.

Work camps require living closely with the people of the local community.

# Travel with a Purpose

FOR YOUNG PEOPLE who find travel for its own sake pointless, who want to see another land but want to *do* something when they get there, an increasing variety of programs is available. In addition to traditional study abroad opportunities, work camps and community service projects offer students a chance to live and work in close partnership with people of another country.

Work camps have long existed in Europe. Typically, fifteen to thirty volunteers, frequently from many different countries, live and work together on a project of benefit to a local community. The work usually involves manual labor. Volunteers receive free room and board in most camps, but in some they are expected to pay at least part of their expenses.

Community service and development, a newer type of program, involves working more closely with the inhabitants of the town or village, helping them organize recreational and educational programs, assisting in public health programs, and the like.

Many American service organizations sponsor such projects, or arrange for the participation of American students. In recent years these programs have been undertaken also in the less developed parts of the world—Africa, Asia, and Latin America. The listing below offers a sampling of programs in these areas.

**American Friends Service Committee** (160 North 15th Street, Philadelphia, Pa. 19102) sponsors international voluntary summer work camps in Europe, the Middle East, Africa, and Asia. Applicants must be at least twenty years old. Knowledge of a foreign language and previous experience in service activities are desirable, although not a requirement.

Cost: $600 ($250 extra for West Africa), includes round-trip transportation.

AFSC also sponsors community development projects each summer in several rural Mexican and Guatemalan villages. Minimum age is eighteen, with one year of college or its equivalent. Some speaking ability in Spanish is required.

Cost: $225, does not include travel expenses between home and Mexico City or Guatemala City.

**Ecumenical Voluntary Service** (National Council of Churches, 475 Riverside Drive, New York, N.Y. 10027) offers work camps and service projects for young people from various church, racial, and national groups. In work camps, projects involve construction, land clearing, and other manual labor. In community service, participants work with children, institutional patients, migrants, etc.

Approximate cost: Europe, $750-$800; Asia, $1,000; Africa, $1,000; Latin America, $800; United States, under $100.

**The Lisle Fellowship** (3039 Pittsview Drive, Ann Arbor, Mich.) has an international program in "practical human relations" that offers service opportunities in Colombia and Bolivia. Group members work in small teams on projects in which they have a special interest or skill.

Cost: Colombia, $650; Bolivia, $759;


Why spend it all getting there?

FLY ICELANDIC

LOWEST AIR FARES TO EUROPE

*Save enough to*

*STAY LONGER·SEE MORE·ENJOY MORE*

Lowest air fares of any scheduled airline...bar none! Lowest at anytime of the year...too...one way or all-year round trips. Pay far less than Jet Economy fares. Save even more during Thrift Season, now in effect thru May 21. You fly in roomy comfort, aboard Icelandic's swift, new Rolls-Royce 400 Jet Props and dependable, long-range DC-6Bs. Complimentary hot meals, drinks and snacks, served by attentive, multi-lingual stewardesses. For full details call your travel agent.

☐ FROM NEW YORK TO: ICELAND • ENGLAND • SCOTLAND • DENMARK SWEDEN • NORWAY • FINLAND • HOLLAND • LUXEMBOURG

*Use these Icelandic Gateways—and save—to all of Europe and beyond.*

The PIONEER of Low Fares to Europe

ICELANDIC AIRLINES

LOFTLEIDIR

610 Fifth Avenue (Rockefeller Center)
New York, N.Y. 10020 • PL 7-8585
NEW YORK • CHICAGO • SAN FRANCISCO
AMERICAN EXPRESS
CREDIT CARDS HONORED
Write for Folder (R)




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Meet Australia face to face

Meet our volunteer lifeguards, hearty heroes of Australia's beaches. Watch their thrilling surfboat races. Go in to the Outback; talk to homesteaders on frontier cattle-stations. Then go to Sydney and visit the lively coffeeshops in King's Cross. You'll meet new Australians there who have come halfway around the world to grow up with our energetic young country. Watch Parliament in session at Canberra, Australia's planned capital city. Share our sports madness: take on fighting marlin in the Tasman Sea—take sides at tennis, cricket, and rugby. Come down and meet us soon. You get a big welcome in Australia.

To: Australian National Travel Association
350 Post Street, San Francisco; or 636 5th Avenue, New York.
I'd like to meet Australia and New Zealand. Please send me travel facts.

NAME

ADDRESS

CITY STATE ZIP

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Nicholas Monsarrat runs away to sea with P&O-Orient

*Author of The Cruel Sea*

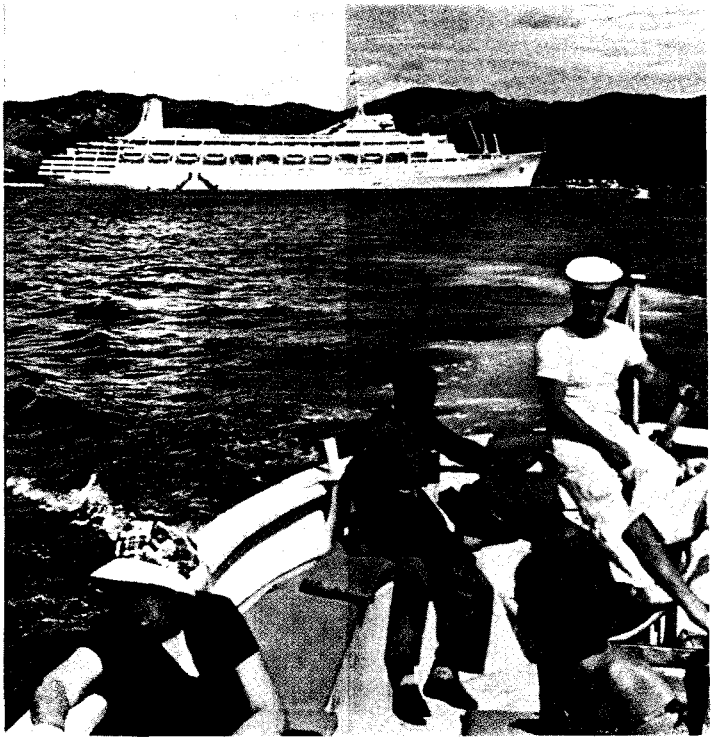
"In the ship's talent concert one soprano's voice was identical to the musical-saw solo which followed."

"At the dance there was a Funny Hat competition. One woman came as *The Cruel Sea*, wearing an orgiastic confection of crinkled blue cellophane. I found this very flattering, until it won only second prize."

"Travellers at sea look forward to their meals with an appetite, not to say *greed*, which cannot be matched on land. The service was uniformly excellent; and the wine stewards as quick, if not quicker, than the thirstiest man had any right to expect."

"If you must, you can still telephone and dictate brutal inter-office memos. But most passengers give it all a rest, and start living like peaceable human beings. For many of them, it is the best thing that ever happened."

(*You can relax with newfound friends from all six continents aboard P&O-Orient.*)



"We had travelled from A to B, but in the process we had seen half the world, from Ceylon to the Mediterranean to Portugal. And we had had a whale of a time on a whale of a ship, which was the true, triumphant note at the end."

(*P&O-Orient offers you 6 ways to Europe and around the world!*)

**Sailing the seven seas, under the British flag since 1837**

*For as little as $21 a day* first class, you can roam the Pacific, the Caribbean, or around the world with P&O-Orient, the "biggest bloomin' ships sailing the seven seas." For details on P&O-Orient sailings, plus a copy of Mr. Monsarrat's 21-day log, write P&O-Orient Lines, Dept. M-2, 155 Post St., San Francisco, Calif. 94108. Then see your travel agent.

# P&O-Orient Lines

P&O-Orient Lines • San Francisco • Los Angeles • Seattle • Honolulu • Chicago • New York • Miami • Mexico City. © 1966 P&O-Orient Lines.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

—George Gardner.

**Public health programs are frequently part of community service work.**

includes round-trip transportation fare.

Other types of programs arranged in Denmark, Germany, and the Soviet Union, as well as in the U.S.

**Operation Crossroads Africa** (150 Fifth Avenue, New York, N.Y. 10011) offers a work camp program and a tour of the country visited by the particular group. Groups have ten to fourteen participants and one leader. Applicants should be at least college sophomores, but a limited number of exceptional freshmen will be accepted. Minimum age: nineteen; maximum age: thirty-five, except where special skills are possessed for specific projects.

Applications must reach the project office no later than December 1 of each year for the following summer. It is possible to apply now for 1967.

**Unitarian Universalist Service Committee** (78 Beacon Street, Boston, Mass. 02108) offers summer work projects in Honduras, Jordan, and Mexico, among other countries. The program is nonsectarian.

*In Honduras,* the work has centered for three summers at a mental hospital in Tegucigalpa. Group members work in the men's and women's wards under the direction of the hospital staff. Work includes recreation, health programs or beginning rehabilitation.

In addition, this summer a new work project will begin in Amapala, Honduras's only Pacific port. UUSC will work under the direction of the mayor and town council, and the local Peace Corps volunteer. Projects may involve road and school construction.

Cost of each project: $250, does not include transportation to Tegucigalpa.

*In Jordan,* the UUSC staffs a six-week English teaching workshop for Arab students entering English-speaking schools. Volunteers must be college graduates with some teaching experience.

Cost: $875, includes transportation from New York to Jordan and return.

*In Mexico,* the project is community development in Patzcuarco. Work involves construction, teaching, sports supervision, and adult education. Members must have beginning knowledge of Spanish.

Cost: $175, does not include transportation to Mexico City.

**Numerous organizations** sponsor work camps in Israel. Among them are: Israel Students Travel Association (Work Camps Department, 2 Pinsher Street, Tel Aviv, Israel); the Jewish Agency for Israel (PATWA, 515 Park Avenue, New York, N.Y. 10022), which accepts only recent college graduates or graduate students; American Zionist


EUROPE by CAR

FREE

The most complete folder on:

- All Car plans (includes Purchase, Renting, Leasing)
- Europe by Car "trip-kit" information and shipping home costs.
- European Car Licenses, Insurance, Documents

VOLKSWAGEN
MERCEDES
PEUGEOT
RENAULT
SIMCA
HILLMAN
CITROEN
JAGUAR
MG, etc.

MAIL COUPON OR PRESENT TO YOUR TRAVEL AGENT.

I'm interested in_____

NAME_____

ADDRESS_____

CITY_____ STATE_____ SR-19

EUROPE BY CAR, INC. • 45 Rockefeller Plaza (at 50th St.,) N.Y. 20 • TEL. LT 1-3040
9000 Sunset Blvd., Los Angeles 69, Calif. • TEL. 272-0424




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EUROPEAN CARS TAX FREE

Rent or Buy—Big Savings

PEUGEOT • VW • VOLVO • MG • MERCEDES • RENAULT • OTHERS

Write for FREE CTE OFFICIAL GUIDE

62 pages—authoritative facts on how to rent or buy a car in Europe—prices, plans, shipping, insurance, etc. All details arranged. Trade-ins accepted.

Phone or Write Dept. SR

CAR-TOURS IN EUROPE, INC.
555 Fifth Ave., N.Y. 17, PL 1-3550

EUROPEAN CARS TAX FREE

VOLVO TRIUMPH JAGUAR
MERCEDES SUNBEAM PEUGEOT
VOLKSWAGEN SIMCA M.G. etc.

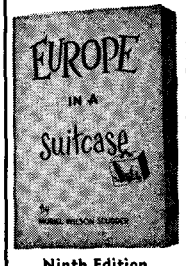
All European cars delivered abroad tax-free. All details arranged. Save 35% on purchases & rentals. TRADES accepted, FREE storage & chauffeur service to airport. All cars on display. Write for FREE MASTER CATALOG.

SR-219

Cars_____
Name_____
Address_____
City_____ State_____

NEMET AUTO INTERNATIONAL
153-03 Hillside Avenue, Jamaica, New York
For information call 212 523-5858

EUROPE BOUND?




Then here's the book to help you prepare for your trip! Written by an experienced traveler. EUROPE IN A SUITCASE gives hundreds of facts about clothes, passports, tipping, etc. It diagrams the packing of your suitcase, includes a schedule to follow before you leave home. The sooner you read it, the more time and money you'll save! Send today for the 9th Revised Edition. $1.00 ppd.

TOURIST IN RUSSIA, another easy-to-read book, tells what to expect on a USSR trip from preparation to return. 1st Edit. $1. *(each bk is $1.20 by 1st cl. mail)*

Ninth Edition
$1.00 ppd.

MRS. MURIEL SCUDDER
235 ABBEY ROAD
MANHASSET, N.Y., 11030

Youth Foundation (515 Park Avenue, New York, N.Y. 10022).

**Extended Service.** Some organizations offer programs of one to two years of service. The AFSC, listed above, offers a two-year program called Volunteers International Service Assignments. Currently forty-eight volunteers are working on individual assignments in Germany, Guatemala, India, Tanzania, and the U.S. The Service Committee offers maintenance, spending money (about $12.50 a month in local currency) and $75-a-year vacation allowance for two weeks each year.

An eighteen-month program, similar to the Peace Corps, is *Accion en Venezuela.* Volunteers—usually recent college graduates—live and work in urban slum communities of Venezuela, trying to mobilize the inhabitants to work for their own improvement. The program is open to foreign nationals as well as Americans. Participants receive full living expenses plus medical insurance and travel.

*Accion* programs are beginning to open in other South American countries. For information write: James A. Losty, *Accion* International, 145 East 52nd Street, New York, N.Y. 10022.

**Employment Opportunities.** Although student interest in summer jobs abroad has grown greatly in recent years, opportunities are still very limited. Some organizations which make such arrangements are listed here:

*AIESEC (Association Internationale des Etudients en Science Economiques et Commerciales)* administers a large-scale reciprocal exchange of business and economics students for short-term (two to six months) training assignments with business firms in other countries. Positions are available in the Middle East, Africa, Asia, and Latin America, as well as in North America, Western Europe, and Australia.

The firm provides an allowance covering living expenses while on the job. AIESEC makes arrangements for visas, lodging, recreation. Trainees pay for their own transportation and insurance.

More information available from AIESEC-US National Committee, 51 East 42nd Street, Suite 1406, New York, N.Y. 10017

*IAESTE (International Association for the Exchange of Students for Technical Experience)* arranges for college students majoring in engineering and natural sciences to train with a company or institution in a foreign country. Traineeships are usually eight to twelve weeks in the summer; a limited number of long-term assignments of six months to a year are also available.

Positions are open in countries in Asia, Africa, Latin America, the Middle East, Europe (including Czechoslovakia and Yugoslavia), and North America.

The student receives a maintenance allowance during the training period. IAESTE arranges visas, work permits, hospitality. Trainees pay for their transportation and insurance.

For further information write IAESTE-US, c/o Engineers Joint Council, 345 East 47th Street, New York, N.Y. 10017.

Two organizations operate in Europe: *Zentralstelle für Arbeitsvermittlung* (Eschersheimer Landstrasse 1-7, 6000 Frankfurt Main, Germany) can help students interested in unskilled work on farms in trade, commerce, or construction; in restaurants, hotels, and canteens; and as helpers in hospitals, sanatoria and homes for the aged, in Germany only.

*L'Accueil Familial des Jeunes Etrangers* (23 rue de Cherche-Midi, Paris, France) can arrange places for students interested in family work, in France only.

U.S. National Student Association (Summer Jobs in Europe, 265 Madison Avenue, New York, N.Y. 10016) can help students find unskilled jobs in industry, hotels, farms households, and construction, in Switzerland and Germany. Placement fee: $75. Applicants must be eighteen years old, currently enrolled in a recognized college, and must be able to understand and speak some German or French. No applications will be accepted after March 15.

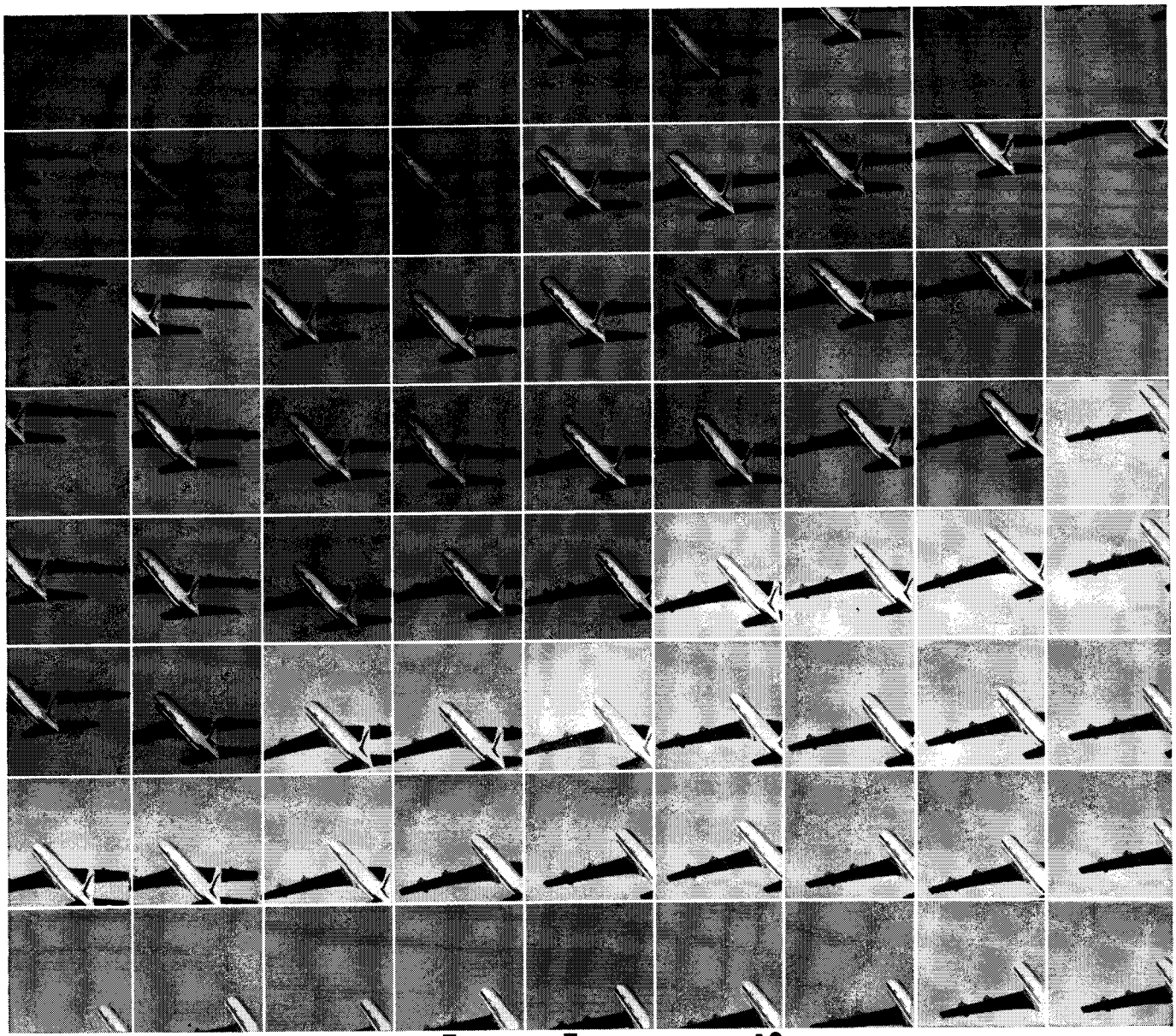
**Summer Study.** Several colleges offer credit for summer study abroad, either in universities or on independent projects. Some of these programs offer a chance to study the culture and problems of non-European nations. The Great Lakes Colleges Association (Antioch College, Yellow Springs, Ohio 45387) runs a program for credit at the University of Guanjuato in Mexico. Another program in Mexico, at the Institute of Technology in Guadalajara, is sponsored by Gonzaga University in Spokane Washington. Gonzaga also has a summer

Tour Europe in a SAAB

Buy a front wheel drive SAAB in Europe — enjoy the convenience and economy of your own car during your stay. Makes it so easy to get around — and save money on the purchase price, too. To find out how and how much, ask your nearby SAAB dealer. He will arrange everything, OR write SAAB USA, Inc., 100 Waterfront Street, New Haven, Conn.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



# In Europe you need good connections.

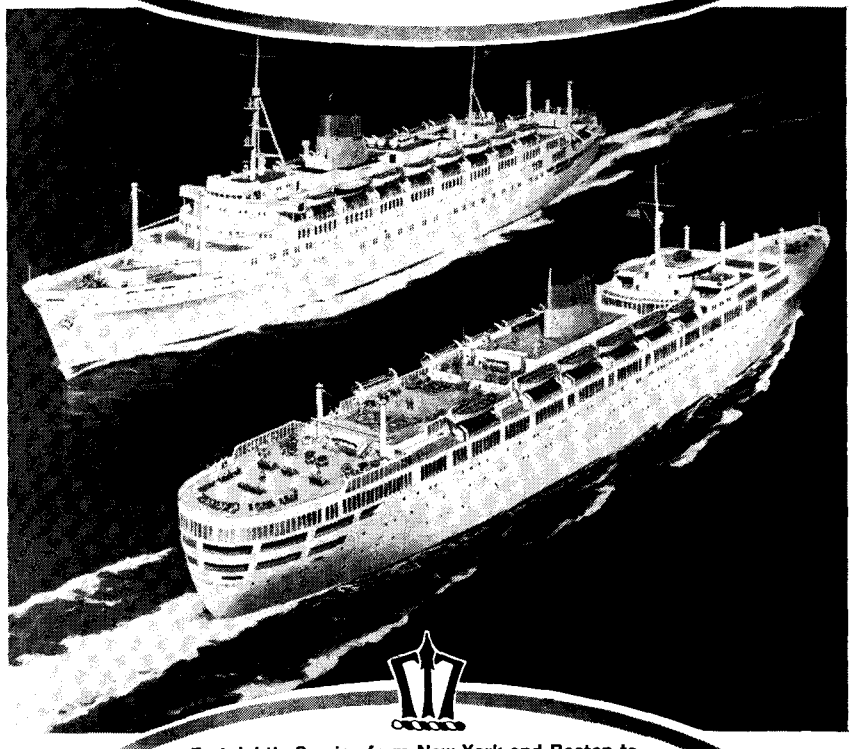
**Air France gives you hundreds.** Paris is the business capital of Europe. Among the many reasons are the several hundred weekly Air France flights to Western Europe, the Middle East, Africa and Asia. And Air France gives special care to business travelers. Take Air France businessman's flight #010 which leaves New York daily at 10:00 A.M. Your ticket purchase entitles you to a special "welcome package" available only on this flight, which includes transportation from Orly to the Claridge Hotel, a show at the famed Lido, an American breakfast, and a sightseeing trip of Paris, and your hotel room—*all for* only $12.00!* Come home with us to Paris on Air France. We fly more miles...to more destinations...than any other airline. See your Travel Agent or call us. *Double occupancy valid Jan. 4/Mar. 31.

ALSO FROM NEW YORK, WASHINGTON, CHICAGO, MEXICO CITY, MONTREAL, LOS ANGELES, AND BEGINNING APRIL 1, BOSTON.

**AIR FRANCE**
THE WORLD'S LARGEST AIRLINE

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SAIL THE GREEK LINE
"GOLDEN ROUTE"
TO THE MEDITERRANEAN



Fortnightly Service from New York and Boston to
PORTUGAL • ITALY • SICILY • GREECE • CYPRUS • ISRAEL

The Magnificent TSS
OLYMPIA
23,000 TONS

Greek Line's New Flagship TSS
QUEEN ANNA MARIA
26,300 TONS

21 Knots • Stabilized • Fully Air Conditioned
Deluxe Staterooms

The "Golden Route" is more than a sunshine route to the Mediterranean . . . it is a golden way of life! It symbolizes the highest standards of excellence, comfort and elegance . . . of attentions by those who are especially trained in the tradition of fine service.

On the "Golden Route" you'll luxuriate on sleek, comfortable liners in staterooms with private facilities. Play on the many sun-deck areas . . . swim, make friends in the many spacious public rooms. You'll delight in the epicurean Continental-American cuisine featuring Mediterranean specialties.

Pick the "Golden Route" sailing of your choice . . . take advantage of season discounts up to 25% . . . custom-plan your own itinerary, or select an all-inclusive tour from the many regularly scheduled to Mediterranean countries and Greek Islands.

For "Golden Route" information, tours and reservations including the magnificent Mediterranean cruise and West Indies cruises, contact your TRAVEL AGENT.

GREEK LINE
32 Pearl Street, New York, N.Y. 10004
Boston • Cleveland • Chicago • Detroit • Los Angeles • Miami • Philadelphia • San Francisco
Countries of Registry: Liberia/Greece

session in Asian Studies at Sophia University in Tokyo.

The Experiment in International Living and the State University of New York (8 Thurlow Terrace, Albany, N.Y. 12201) offer six accredited seminars, two of which are "Music and the Arts in Latin America" and "People and Social Institutions of Contemporary India."

Ten Minnesota colleges have formed an association to direct the "Student Project for Amity among Nations" (Minnesota SPAN Association, University of Minnesota, Minneapolis, Minn. 55414) which integrates a summer research project with a full program of study. Depending on their individual subjects, students may travel to any of the continents.

(Information on extended study abroad will be found in the box on page 90.)

Several colleges have summer programs in Japan. Among them: Georgetown University (Washington, D.C.). like Gonzaga University mentioned above, sponsors five weeks at Sophia University in Tokyo. Syracuse University (335 Comstock Avenue, Syracuse, N.Y. 13210) offers credit for a Japanese live-and-study program in cooperation with the Experiment in International Living.

The U.S. National Student Association (Educational Travel, 265 Madison Avenue, New York, N.Y. 10016) has arranged a study-travel program that involves a week of courses at the East-West Cultural Institute in Chiba City, Japan, plus travel through the country meeting with Japanese students, and a homestay with a Japanese family. Cost: $730, does not include travel to and from Japan.

American Youth Hostels also sponsors a trip through Japan, planned by the Japanese Youth Hostel Association. Japanese hostellers travel with the Americans. Thirty-four days are spent with the group, followed by twenty-four days of free time. Travel is by bus, train, and plane, with overnights in hostels and Japanese Inns. Cost: $720, includes trans-Pacific transportation.

### *Service at Home*

Students looking for community service programs in the U.S. will find the NSA publication *Scope* very useful. It covers more than 27,000 openings in 96 organizations, dealing with voter registration in the South, community action in the North, government employment and summer work camps, among other projects. *Scope* can be found in college libraries, or obtained free of charge from USNSA, 3457 Chestnut Street, Philadelphia, Pa. 19104.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# The sun sets. The music starts. Sophocles speaks. Greece.

There are many ancient theaters throughout Greece.

The one you're looking at is the beautifully preserved theater at Epidaurus.

Here, with the mountains and pine-scented air for a backdrop, you can listen to a performance of an ancient Greek drama.

The festival of Epidaurus takes place on Saturday and Sunday during June and July.

We also have a lot of other festivals, concerts, operas, ballets and cultural events throughout the year.

Some other ancient theaters with festivals you might enjoy: Dodona in Epirus; Philippi in Macedonia; or Herod Atticus right under the Parthenon.

Drive on a good road. Stop at a modern Xenia (motel). And be sure to give Sophocles, Euripides and Aeschylus a chance to speak to you.

It could be the most memorable experience of your trip to Greece.

For tips on other memorable Grecian experiences, festivals, prices, free travel folders, maps, information on the sunny golden islands, etc., see your travel agent. Or clip this ad.

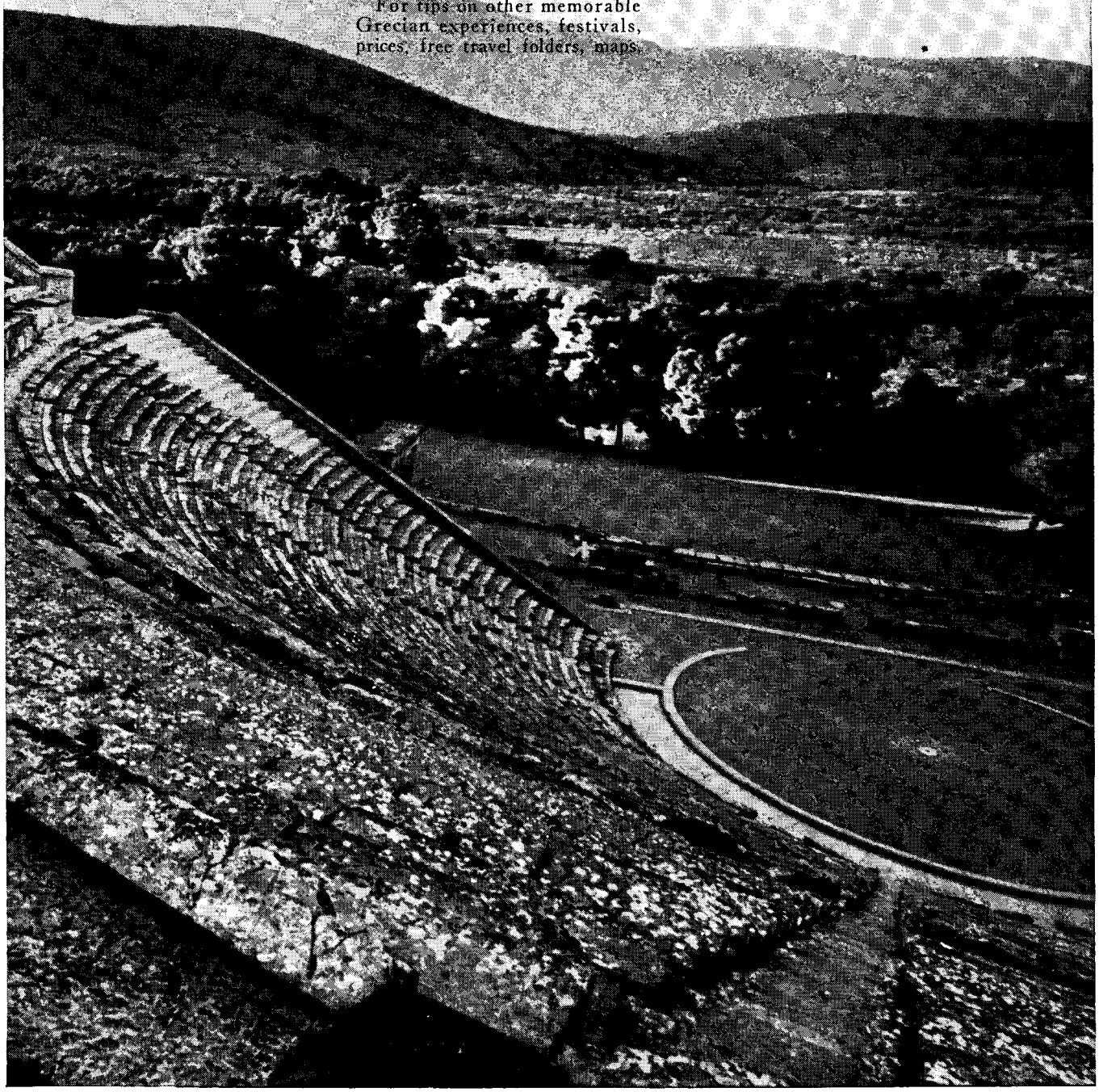
National Tourist Organization of Greece, 601 Fifth Avenue, New York, N.Y. 10017

Name_____

Address_____

City_____ State_____

Zip Code_____



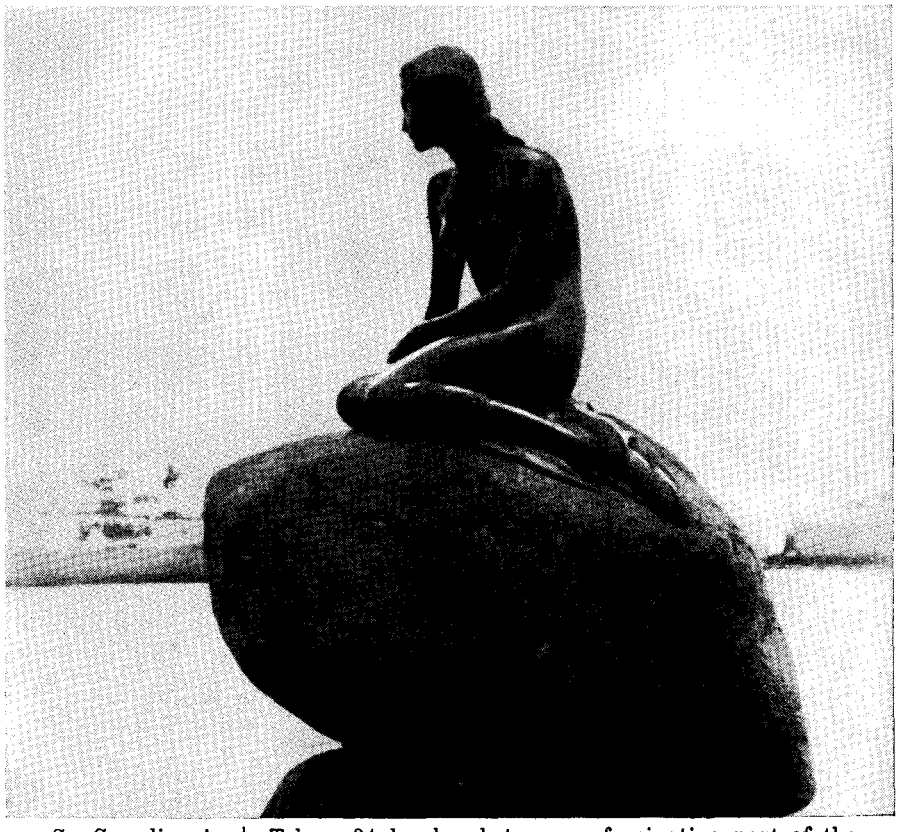
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# MOORE-McCORMACK

## (because you like the American way of life)

ss ARGENTINA ss BRASIL

America's newest luxury liners... built and sailed under U.S. Coast Guard safety standards, the highest in the world... first class throughout... all staterooms outside with private bathrooms and individually controlled draft-free air conditioning... stabilizers for all-weather comfort.



See Scandinavia, the Baltic and Northern Europe

Take a 34-day break to see a fascinating part of the world. See it slowly... savor it as you would a fine wine. Get to know the friendly people of Amsterdam, Copenhagen, Stockholm, Oslo, Leningrad and many more equally interesting cities. Walk slowly, history is around every corner, memories are there to bring back. You can get there and back faster but isn't it about time you stopped rushing and enjoyed the good life aboard ship?

Not any ship. Make sure it flies the proud house flag of Moore-McCormack because you enjoy living like an American as you see the world.

**SCANDINAVIAN CRUISES: 34 days from New York, June 1, July 7, Aug. 4**... Calling variously at: Reykjavik, Honningsvag, Trondheim, Merok, Hellesylt, Bergen, Oslo, Stockholm, Leningrad, Helsinki, Copenhagen, Amsterdam, Southampton, Gdynia, Cherbourg.

**IBERIAN RIVIERA CRUISE: 31 days from New York...Sept. 9** ... Calling at: Funchal (Madeira), Casablanca, Valencia, Alghero (Sardinia), Naples, Genoa, Cannes, Barcelona, Palma, Malaga, Lisbon, Vigo.

All Moore-McCormack ships are registered under the Flag of the United States of America.

See your Travel Agent or write for colorful literature on these cruises

**MOORE-McCORMACK LINES**

Two Broadway, Dept. SR-2, New York, 10004




*Continued from page 62*

funds, and it meant a powerful voice in city politics. As collector in New York, Arthur ran his Customs House like a ward heeler's headquarters. He plunged into a raucous conflict with President Hayes, who sought a strong, influence-free civil service system. Arthur refused to resign at Hayes's request, but the President fired him anyway. Not two years later, running on the Democratic ticket, Arthur was elected Vice President under Garfield. Four months later, when Garfield was shot, he was President.

Customs has been reorganized many times since then, most recently by President Johnson, who last year abolished the title Collector of Customs and for the first time brought the entire customs corps under civil service. Customs collects duties on $19 billion of U.S. imports, but it also combats smuggling, enforces the Neutrality Act, which prohibits the export of guns and ammunition, and enforces food and drug laws. Its 9,600 employees are said to be fewer than it had under the Coolidge regime, but it manages to maintain representatives in Rome, Paris, London, Frankfurt, Tokyo, and Hong Kong. Like its sister agency, the Internal Revenue Service, it will entertain tips from informers, who are paid 25 per cent of any undeclared merchandise discovered as a result of them. Legally it can pay as high as $50,000 for information that leads to the apprehension of smugglers. Among customs informers have been professional stools and even the very merchant who sold the customer the merchandise in the first place.

Although U.S. Customs is probably not quite so cantankerously strict as it was ten or fifteen years ago, international travelers still judge it among the world's roughest. Most European and Asian countries seeking tourists have long since eased their customs formalities for visitors. The United States, which has only recently entered the tourist business and desperately needs foreign travelers to offset the dollar imbalance, continues to send its customs inspectors poking through visitors' personal effects, to the outraged offense of most. If it expects to do better in the world tourist market, the U.S. will have to implement better laws that will make arriving visitors seem more like welcome travelers than suspected smugglers. As for the comfort of its own citizens, the people themselves will have to instruct its own representatives in the Congress to be a little more perceptive before they allow, as they did last year, the sour-mash lobby to push a bill through its august halls in the guise of stemming the dollar drain.

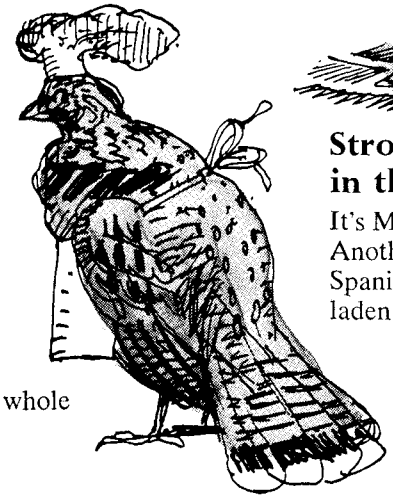
—Horace Sutton.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Don't miss the excitement of Madrid, Rome, Athens, Istanbul, Tel Aviv or Tehran.

# Stay at a foreign hotel– called Hilton.



**Dine simply at the Royal Tehran Hilton...on grilled partridge and Caspian Sea Caviar.**

Manager Ewe Hin Lim has a taste for Oriental opulence. And not only in his menus. Look at the view he'll give you—snow-capped mountains and the whole of Tehran.

**Stroll through Madrid's finest shops in the Castellana Hilton's own plaza.**

It's Manager Herb Jerosh's pride and joy. Another thing he's proud of is his sunny Spanish courtyard, surrounded by the flower-laden balconies of the lovely guest rooms.

**Have an incomparable view of one of the neighbor's places at the Athens Hilton.**

The view inside Manager Jean Pierre Piquet's sumptuous hotel is just as splendid. There is always a fascinating assortment of celebrities roaming through his marble salons.

**Dance the hora on the shores of the Mediterranean at the Tel Aviv Hilton.**

Better yet, let somebody else do it. You just relax and enjoy the view of the sea from your private balcony at Manager Bob Grant's new hotel. (You won't find anything like this on the Jersey shore.)

**Revel in estate living, Italian style, at the Cavalieri Hilton in Rome.**

It's especially nice after a day on the Via Veneto to come back for a dip in Manager Olaf Bonde's garden pool. Or drink on his roof-top terrace as you watch the lights come on in Rome.

**Enjoy coffee as you never did before at the Istanbul Hilton.**

You'll have to admit Manager George Desbaillets' waitresses are pretty spectacular. But no more so than the view of the Bosphorus you'll have from the magnificent new roof-top rotisserie restaurant.

**Go international— with all the comforts of Hilton.**

For reservations, see your travel agent or call any Hilton hotel or Hilton Reservation Office.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Social Invention

*Continued from page 72*

searching at the time of Sputnik as to whether our educational system was adequate to the task ahead. In fact, much new curriculum reform had started before then—out of a sense of the frightening gap between expert knowledge of our technology and public knowledge. I rather suspect that there will never again be such a period of careless or ritualistic regard for public education—but, then, universal public education as a working concept is not yet a century old!

It may well be the case that not only are we entering a period of technological maturity in which education will require constant redefinition, but that the period ahead may involve such a rapid rate of change in specific technology that narrow skills will become obsolete within a reasonably short time after their acquisition. Indeed, perhaps one of the defining properties of a highly matured technology is that there exists a lively likelihood of major technological change within the compass of a single generation—just as ours has seen several such major changes.

I entertained myself and some young students with whom I was working during the summer of 1964 on a social-studies curriculum by formulating Bruner's Rule—critical changes related to the order of magnitude in years away. I used this as an extension of the square law for the retinal angle—that the size of the retinal image is the reciprocal of the square of the distance of an object from the eye. Therefore, the further away a period of time, the longer its duration in order to be discerned! And so:

| | | |
|---|---|---|
| $5 \times 10^9$ | 5,000,000,000 | Birth of Earth |
| $5 \times 10^8$ | 500,000,000 | Vertebrates |
| $5 \times 10^7$ | 50,000,000 | Mammals |
| $5 \times 10^6$ | 5,000,000 | Primates |
| $5 \times 10^5$ | 500,000 | Present man |
| $5 \times 10^4$ | 50,000 | Great glacial migrations |
| $5 \times 10^3$ | 5,000 | Recorded history |
| $5 \times 10^2$ | 500 | Printing |
| $5 \times 10^1$ | 50 | Radio/mass education |
| $5 \times 10^0$ | 5 | Artificial intelligence |

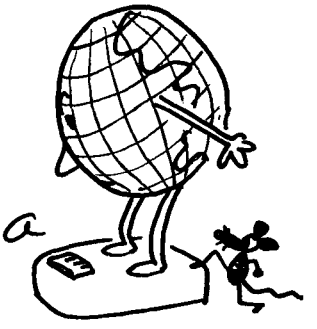
What I learned from my pupils was their conclusion that things were coming thick and fast. Life probably started about $2.5 \times 10^9$, so that half the history of the earth was lifeless. Some 99.999 percent of the earth's life has been manless, and from there on out the record is impressive and awesome. It would seem, indeed, as if the principal thing about tools and techniques is that they beget other more advanced ones at ever-increasing speed. And as the technology matures in this way, education in its very nature takes on an increasing role by providing the skills needed to manage and control the expanding enterprise.

The first response of educational systems under such acceleration is to produce technicians and engineers and scientists as needed, but it is doubtful whether such a priority produces what is required to manage the enterprise. For no specific science or technology provides a metalanguage in terms of which to think about a society, its technology, its science, and the constant changes that these undergo with innovation. Could an automotive engineer have foreseen the death of small-town America with the advent of the automobile? He would have been so wedded to his task of making better and better automobiles that it would never have occurred to him to consider the town, the footpath, leisure, or local loyalty. Somehow, if change is to be managed, it requires men with skills in sensing continuity and opportunity for continuity. This a matter to which we shall return shortly.

WHAT may we conclude from all this? It seems to me that four general policies follow from the issues that we have passed in review.

The first has to do with what is taught. It would seem, from our consideration of man's evolution, that principal emphasis in education should be placed upon skills—skills in handling, in seeing and imaging, and in symbolic operations, particularly as these relate to the technologies that have made them so powerful in their human expression.

It is hard to spell out in specific terms what such an emphasis upon skills entails, but some examples might provide a concrete basis for criticism. With respect, first, to the education of the perceptual-imaginal capacities, I can suggest at least one direction to travel. It is in the training of subtle spatial imagery. I have recently been struck by the increased visual power and subtlety of students exposed to courses in visual design—all differently conceived and with different objectives in view: one for undergraduates given by I. A. Richards at Harvard, another for teachers by Bartlett Hayes at Andover, and a third for city planners given by Gyorgy Kepes and Kevin Lynch at MIT. All of them produced what seemed to me like fresh discrimination in viewing the altered environment of urban America; all provided the students with new models in terms of which to analyze and sort their surroundings. My colleagues Gerald Holton and Edward Purcell have been experimenting with instruction in visual pattern as a mode of increasing the visualizing subtlety of concentrators in physics—visual subtlety and capacity to represent events visually and nonmetrically. I do not think that we have begun to scratch the surface of training in visualization—whether related to the arts, to science, or simply to the pleasures of viewing our environments more richly. Let me note in passing, by the way, that Maria Montessori, that strange blend of the mystic and the pragmatist, was groping toward some such conception as this.



At the level of symbolic operation, I think the work of Martin Deutsch with underprivileged children provides an interesting case in point—a conscious effort to lead children to verbal skills, to a sense of paraphrase and exchange. It surely should not be limited, such an effort, to the underprivileged. The new mathematics curricula illustrate how much can be done in training symbolic skills.

THIS brings us immediately to a second conclusion. It relates literally to the meaning of the word "curriculum," a word that derives from a course to be run. It is perhaps a wrong word. A curriculum should involve the mastery of skills that in turn lead to the mastery of still more powerful ones, the establishment of self-reward sequences. It is clear that this can be done in mathematics and science. But it is also the case that reading simpler poetry brings more complex poetry into reach, or that reading a poem once makes a second reading more rewarding. The reward of deeper understanding is a more robust lure to effort than we have yet realized.

A corollary of this conclusion (one I have urged before) is that there is an appropriate version of any skill or knowledge that may be imparted at whatever age one wishes to begin teaching—however preparatory the version may be. The choice of the earlier version is based upon what it is one is hoping to cumulate. The deepening and enrichment of this earlier understanding is again a source of reward for intellectual labors.

The third conclusion relates to change. If there is any way of adjusting to change, it must include, as we have noted, the development of a metalanguage and "metaskills" for dealing with continuity in change. What these might be is, of course, a moot point, but not completely so by any means. Mathe-



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

matics is surely the most general metalanguage we have developed, and it provides the forms and patterns in terms of which regularities in nature are comprehended. I find myself forced to the conclusion that our survival may one day depend upon achieving a requisite mathematical literacy for rendering the seeming shocks of change into something that is continuous and cumulative. But, by the same token, there is a second discipline that deals with the search for likeness beneath the surface of diversity and change. It is, of course, the discipline of poetry, the vehicle for searching out unsuspected kinship.

A further speculation about preparation for change is that we are bound to move toward instruction in the sciences of behavior and away from the study of history. Recorded history is only about five thousand years old, as we saw. Most of what we teach is within the last few centuries, for the records before that are minimal while the records after are relatively rich. But just suppose that the richness of record increases as a function of our ability to develop systems for storing and retrieving information. A thousand years from now we will be swamped. One would surely not dwell then with such loving care over the details of Brumaire or the Long Parliament or the Louisiana Purchase. These are the furbelows of documentary short supply. But there is a more compelling reason to shift away from history toward the social or behavioral sciences.

It has to do with the need for studying the possible rather than the achieved—a necessary step if we are to adapt to change. It is the behavioral sciences and their generality with respect to variations in the human condition that must be central to our presentation of man, not the particularities of his history. This is not to say that we should give up study of the past, but rather that we should pursue such study with a different end in view—the end of developing style. For the development of style, be it style of writing or loving or dancing or eating, requires a sense of contrast and concreteness, and this we do not find in the behavioral sciences.

FINALLY, it is plain that if we are to evolve freely as a species by the use of the instrument of education, then we shall have to bring far greater resources to bear in designing our educational system. For one thing, if we are to respond to accelerated change, then we shall have to reduce turn-around time in the system. To do this requires greater participation on the part of those at the frontiers of learning. A distinguished mathematician and teacher, John Kemeny, did a survey of high-school mathematics teaching a decade ago and found no mathematics newer than a hundred years old being taught! That has been remedied somewhat in the decade since, but the work has hardly begun.

Another resource that must be brought to bear is modern psychology. Something happened to educational psychology a few decades ago that brought it to the low status it now enjoys. The circumstances need not concern us save in one respect. Part of the failure of educational psychology was its failure to grasp the full scope of its mission. It has too readily assumed that its central task was the application of personality theory or of group dynamics or whatnot. In fact, none of these efforts produced a major contribution to educational practice largely because the task was not really one of application in any obvious sense, but of formulation. Learning theory, for example, is distilled from descriptions of behavior in situations where the environment has been arranged either for the convenience of observing learning behavior or out of a theoretical interest in some special aspect of learning—reinforcement, cue distinctiveness, or whatever. But a theory of instruction, which must be at the heart of educational psychology, is principally concerned with how to arrange environments to optimize learning according to various criteria—to optimize transfer or retrievability of information, for example. Psychologists must re-enter the field of education in order to contribute to man's further evolution, an evolution that now proceeds through social invention. For it is psychology more than any other discipline that has the tools for exploring the limits of man's perfectibility. By doing so, it can, I think, have its major social impact by keeping lively the society's full sense of what is possible.

ASIDE from that, it becomes necessary for the various fields of learning to assess the manner in which they contribute to the amplification of mind—the way of doing or experiencing or ratiocinating that is integral to them and that should be part of the way of mind of an educated member of the culture. There are too many particulars to teach and to master. If we are to do justice to our evolution, we shall need, as never before, a way of transmitting the crucial ideas and skills, the acquired characteristics that express and amplify man's powers. We may be sure that the task will demand our highest talents. I would be content if we began, all of us, by recognizing that this is our task as learned men and scientists, that discovering how to make something comprehensible to the young is only a continuation of making something comprehensible to ourselves in the first place—that understanding and aiding others to understand are both of a piece.

# Visual Illiterates

*Continued from page 75*

too little time and thought to the student. It was for him, after all, that the project was conceived. Perhaps our unyielding insistence on excellence and our carefully structured series of courses may lay too heavy a hand on any spark of creativity he possesses. This need not be the case. Our artist-teachers will, by both instinct and training, be prepared to detect a sensitive response. Through the device of special project workshops, taken for credit, the neophyte can be provided with an opportunity to learn and grow.

We will be much harder put to cope with those students, usually in their freshman or sophomore years, who feel strongly a call to the arts, and at this stage resent, somewhat, the urging of parents and college that they provide themselves with a "liberal education." The measure of their commitment if not their talent may very well indicate they would more properly be enrolled in an institute or school of design than in a liberal arts college. Much of this frustrated energy can find sufficient outlet and satisfaction within the boundaries of our visual studies program. In its totality it can provide a knowledge of the history and development of art, some competence in handling the techniques of art, and a measure of freedom to experiment. It is in many ways a richer educational "mix" for his particular needs than he will find in more narrowly defined institutions.

There is yet another group of students to be ministered to: those who wish to engage in the arts simply to enjoy the uninhibited freedom of self-expression. The answer here is a simple one. We will provide them with studio space in other parts of the university, where they may address canvas, clay, or paper with complete abandon. The resources of the center will be available to them in the form of informal instruction, judgment, or simply discussion and encouragement. They will be very much a part of the visual studies effort, but not subject to the same discipline and quality of effort as those participating in the formal program. Alfred S. V. Carpenter, donor of the Carpenter Center for the Visual Arts at Harvard (the only Le Corbusier building in the United States) expressed his view: "To my way of thinking, the United States is about to enter, or maybe is entering,



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the greatest period of prosperity that we have ever known and thus the greatest period of leisure for its citizens. If I am correct, then I feel that the universities should direct the way this leisure should be used."

Professor Stephen C. Pepper of the University of California at Berkeley, an early pioneer in the introduction of the practice of the visual arts into the formal college curriculum, posed the total problem quite simply: "How can we get students to appreciate esthetic values? The answer is: 1) tell students about these values, 2) arrange conditions for them to feel these values, 3) have them create these values." It is exactly this simple proposal which is so difficult to put into practice in the educational community, since we are confronted always with traditional resistance to a teaching process that involves methods other than the written word. Programs such as the one described here also create a vague feeling of uneasiness about the end result as well as the means. Although the goal is an intangible one, should not the program result in people with some competence and skill in the practice of the arts? Jacques Barzun touched on this question when he said: "What this country needs at this stage of artistic fervor is an audience other than the haphazardly self-taught."

Still this is not enough for our purposes. An "audience" is by its very nature a passive entity, and we require people to play an exceptionally active role. Our cities, our countryside, our buildings, homes, and artifacts, afflicted with commercial blight and planning chaos, constitute a visual environment of unsurpassed ugliness. It is obvious that well-meaning exhortations from the White House can accomplish little. An annual art exhibit on the lawn of the White House and an invitation to plant flowers by the wayside do not constitute a program promising substantial relief from visual anarchy. The ineffectiveness of the government in these matters is best reflected in the design of the new House Office Building in Washington and the rapidly languishing proposal for the esthetic improvement of Pennsylvania Avenue.

Nor can we hope for a revolution within the ranks of the professionals. The annual proceedings of the American Institute of Architects produce year after year a series of pious manifestoes decrying the state of architecture and planning but resulting in little if any action.

The improvement of our visual world is clearly too important to be left to the formal machinery of government or the institutionalized response of architects, planners, and artists. It remains one of the prime concerns of an enlightened citizenry, and this in turn makes it a responsibility of the educational community.

We have said clearly that one of our goals is general education in visual studies for all students. We have not specified whether our center provides a field of concentration, a grouping of courses, or simply a service. It must provide all these things, but they will inevitably vary among institutions. Nevertheless, we are surely entitled to some self-congratulation. We have brought into being (although only on paper) a uniquely creative enterprise within the formal structure of the university and enriched the total educational process. We have produced a body of undergraduates with a high sense of visual sophistication, who are prepared to do battle with the forces of ugliness. If our visual studies center does its job, our alumni, as activists in their cities and towns, will strive to achieve a harmonious relationship of form, color, and scale in their artifacts, their buildings, and the space their buildings occupy. They will understand art not as a fad or something simply to be looked at, but something to be experienced and always lived with. If the university does its job, they will understand, too, that beauty does not exist simply as a precious, private commodity but as a public responsibility, and that it can, and must, permeate every aspect of daily life. What better goal for humanistic education than the creation of a truly humane environment?

## For Katherine Anne Porter May 15, 1965

**By Barbara Howes**

MADAM, a siege
Of heron
Salutes you!

A spring of teal
Flies criss-cross
Through golden

Runnels of air, to say
Luck, good omens!
While a muster of peacock

Shows all-out
Best wishes, a flight
Of doves sends love;

A murmuration of starlings
Builds up its iridescent
Agreement

In trees, over fields; and then
A watch of nightingales
Flies in to do honor,—

And flies in through this fine
Evening, to grace what all feel:
An exaltation of larks!

## Culturally Deprived

*Continued from page* 78

as much as it had me, and stirred an interest in poetry that led to a comparison of Cassius Clay and Beowolf, and eventually drew the whole class into composing their own poems.

It was a vine of flies
on a monster
that hurt my world.
My friends were Jack and Ralph—
a world of loneliness.
Jack remembered:
his world of hatred
spears ranged
pig's head.
Ralph remembered:
crying for me.
And then I ran
to only here.

I still cannot explain how Fred did it. He never came close to repeating that performance though he often tried. But from then on I knew that behind his mask of stupidity lay a mind with a remarkable ability to condense its experience into a few poignant words. I could not measure it, and I had understood it only once, but I knew it was there.

I believe there are many minds like Fred's. I know at least that many of his classmates were enthusiastic in their response to good literature. They not only bought many of the books themselves—in some cases the first book in the house—but they sought out other books I recommended and brought their own choices for me to read and comment upon. They were willing and able to judge a new book on its merits. As a test case I taught *Mama's Bank Account*, one of the better books recommended by the curriculum guide. The reaction against reading such "kid stuff" was intense. One boy scrawled on his book cover, "The book of nonreading"; another passed in a blank test paper with a big "F" marked on it, and at the bottom a notation, "If you give us another book like this one I will shot you." Discipline problems began to worry me again. There had been almost none for the last several months, in spite of the impressive stack of suspension notices my students had collected elsewhere. All of this evidence confirmed my belief in teaching good literature. However, I discovered that because of the easy material, comprehension test grades were much higher than usual. I asked the students to vote on which they would rather have: good grades or good books? The result was an encouraging vote for culture.

Now, in the middle of my third year of teaching, I feel more confident about the convictions with which I started. I still believe that students who can read anything deserve to read good literature, because good literature speaks about



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

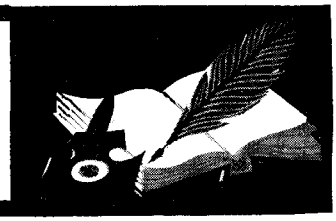
things that are important to them. I do not believe that clothes, or parties, or even cars are the most important things in their lives—all appearances to the contrary. I have seen them weeping for a dead classmate and a dead President. At parties I have been swept up in the joyous and spontaneous rhythms to which they dance. And in the dean's office, I have watched them sulking in anger, desperation, and loneliness. I hope that I have been able to find books that will give perspective to these feelings and help my students understand what they feel.

I believe that such a perspective is the most fundamental aspect of our culture, and is the way we profit from the struggles of our civilization's greatest minds. I am not sure that in itself the study of literature will "humanize"—I have known too many warped and bitter English teachers—but it does offer one way to add breadth to understanding. A good writer's exploration of his theme deals with our most deeply felt convictions, and by knowing his work we get some perspective on our own lives. My students desperately need that perspective, and their lack of it is the cultural deprivation with which I am most concerned.

I know that in itself cultural perspective will not train my students to write standard English, or speak an accepted dialect. But without it, they have no reason to learn these skills, as they believe that they are caught in a system that offers them no future, one that treats them like stupid children. For students in such a position all of life is a nightmare. One of them told me what that nightmare means:

> A nightmare is the past, present, and future. I am going to tell you one I had. It was noon and it clouded over and began to snow. The funny thing was the storm came up so suddenly that no one was ready for it. The snow itself was funny looking—a bright red. It kept up for a long time, and the city was buried. When the rescuers came they found people still stuck in their cars.
>
> The frozen people were thawed out and seemed all right, but there was something wrong. It was as though they had lost their minds and had acquired the mind of an animal, like a dog or a cat. Then they found a dog that acted funny when they thawed him out. He started sending Morse code out and told them he was a man, and was alive but could not talk. This was the result of being frozen in the funny snow.
>
> They do not know what made the snow. But if you are ever out and a storm moves in and starts to snow the way this one did, run for cover and stay there until it stops snowing. Otherwise you will end up like me—a dog with a man's brain.

# New Books



**A Climate for Individuality.** *American Association of School Administrators, Association for Supervision and Curriculum Development, National Association of Secondary School Principals, NEA Department of Rural Education (National Education Association, 1201 Sixteenth St., N.W., Washington, D.C.).* 56 *pp. Paper,* $2 *(discount on quantity orders).* Statement of the Joint Project on the Individual and the School, which aimed to find how the school can encourage special talent and individual development.

**Liberal Education and Social Work.** *By Gordon J. Aldridge and Earl J. McGrath. Bureau of Publications, Teachers College, Columbia University.* 102 *pp. Paper,* $2.75. An examination of instruction in professional schools of social work and its relation to undergraduate study in the liberal arts.

**Productive Thinking in Education.** *Edited by Mary Jane Aschner and Charles E. Bish. National Education Association (1201 Sixteenth St., N.W., Washington, D.C.).* 320 *pp. Cloth,* $4.50. *Paper,* $3. A report based on two national conferences of scholars in psychology and curriculum development who examine current research on productive thinking, on new definitions of intelligence, on creativity, and on new curriculums, especially in science and mathematics.

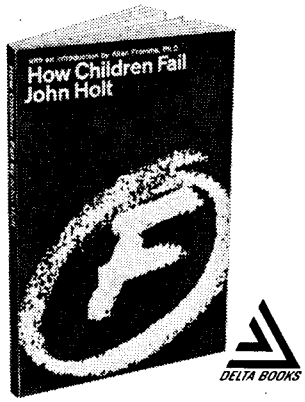
**Using Literature with Young Children.** *Edited by Leland B. Jacobs. Bureau of Publications, Teachers College, Columbia University.* 63 *pp. Paper,* $1.25. A collection of essays on how to introduce your child to the pleasures of stories and poetry.

**Philanthropy in the Shaping of American Higher Education.** *By Merle Curti and Roderick Nash. Rutgers University Press (30 College Ave., New Brunswick, N. J.).* 340 *pp.* $8.50. Explores the history of private support of higher education and its influence on the colleges and universities.

**Staff Leadership in Public Schools: A Sociological Inquiry.** *By Neal Gross and Robert E. Herriott. John Wiley and Sons.* 247 *pp.* $6.95. Reports research findings on the efforts of elementary school principals to conform to a definition of their role that stresses an obligation to improve the performance of their teachers.

**Challenge and Change in American Education** and **Education and Public Policy.** *Edited by Seymour E. Harris. McCutchan Publishing Corp.* (2526 *Grove St., Berkeley, Calif.* 94704). 346 *pp. and* 347 *pp. respectively.* $12.50 *each.* Both volumes are drawn from papers and discussions at the last two of three seminars held at the Harvard Graduate School of Public Administration. (Proceedings of first seminar were published in 1962 as *Higher Education, Resources and Finance.*) First volume treats three issues: Government and Education, Challenges in Educational Planning, and Management of Colleges


**NOW AVAILABLE IN PAPERBACK**




**How Children Fail**

by John Holt **$1.75**

An analysis of why most children fail to develop more than a small part of their capacity for learning and creating.

"It is full of anger and despair, but it also carries in it the exhilaration of discovery. It is possibly the most penetrating, and probably the most eloquent, book on education to be published in recent years. To anyone who deals with children and cares about children, it cannot be too highly recommended."

*—The New York Times*

► If this book is not available at your bookstore, use the coupon below.

Dell Publishing Co., Inc.
Box 2291, Grand Central Post Office
New York, N.Y. 10017

*Please send _____ copy(s) of* HOW CHILDREN FAIL *@ $1.75 each. My check (or money order) is enclosed.*

NAME _____

ADDRESS _____




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

and Universities. Second volume covers Political Issues, Qualitative Issues, Economic Issues: the Cost of Education, and Economic Issues: Government and Education.

**Teaching English as a Second Language.** *Edited by Harold B. Allen. McGraw-Hill.* 406 *pp.* $6.75. Intended as a source book for teachers and a practical guide for administrators of an English-as-a-second-language program. Readings grouped in nine sections: theories, teaching English speech, teaching English structures, teaching vocabulary, teaching usage and composition, teaching reading and literature, methods and techniques, audio-visual aids, and testing.

**Religion and the Public Schools.** *By Paul A. Freund and Robert Ulich. Harvard University Press.* 54 *pp.* $2. "The Legal Issue," by Freund, discusses the Supreme Court school-prayer decisions and the Constitution. "The Education Issue," by Ulich, presents brief historical description of religious education in the West and outlines the present situation in our public schools.

**Culture in American Education.** *By Ruth Landes. John Wiley and Sons.* 330 *pp.* $7.95. Describes an experimental teacher-training program designed to give an understanding of America's subcultures—particularly the Negro and the Mexican-American—that is useful in teaching their children.

**Introducing the Younger Woman.** *By W. R. Page. Cambridge University Press (Cambridge, England).* 212 *pp.* $6. Describes an experiment in providing general education to a group of girls in the late teens who were released from work by their employers one day a week for this purpose.

**Bound for Freedom.** *By Neil V. Sullivan. Little, Brown and Co.* 221 *pp.* $5.50. The story of the Free Schools in Prince Edward County, Virginia, as told by the superintendent of those schools.

**The Organization and Control of American Schools.** *By Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee. Charles E. Merrill Books (Columbus, Ohio).* 553 *pp.* $7.95. An analysis of the forces shaping the public school, from the federal to the local level, with special emphasis on the roles of the school administrator, the school board member, and the influential citizen.

### LITERARY I.Q. ANSWERS

Column One should read: 12, 15, 7, 8, 3, 14, 4, 9, 6, 16, 2, 10, 11, 1, 5, 13.


## CLASSIFIED

*CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted; personal services; literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of Saturday Review. Rates for a single insertion, 70¢ per word, 10-word minimum. Count 2 extra words for Box and Numbers. Rates for multiple insertions:—52 times 62¢ per word each insertion; 26 times 64¢ per word each insertion; 13 times 66¢ per word each insertion; 6 times 68¢ per word each insertion. Full payment must be received eighteen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address Classified Department, Saturday Review, 380 Madison Avenue, New York, New York 10017.*

## LITERARY SERVICES

**MANUSCRIPT TYPING.** Also tapes. Ambassador Office Service, 10 East 49th Street, NYC 10017. PLaza 5-1127.

**RESEARCH,** writing, translations, expertly done. All topics. Reasonable. Professional author. Box P-874.

## BOOKS

**SEND AUTHORS' NAMES** and titles of out-of-print books wanted. You will get results. Kendall Gaisser, Booksellers, 1242 Broadway, Toledo, Ohio 43609.

**MAIL ORDERS SOLICITED.** We pay postage. Paperbacks, Records, Hardbounds in print. Free catalogues, store clearance merchandise. New York Book, 4 West 43rd Street, NYC 10036.

**BOOKS ABOUT ASIA—ORIENTALIA.** 11 East 12th Street, New York, New York 10003. Free Catalogue S.

**SAVE TO 84%** on publishers' overstocks. Free catalogue. Reader's Service, 5435 Upland Way, Philadelphia, Pennsylvania 19131.

**BOOKS IN LARGE TYPE**—You read about the new large type Keith Jennison books January 22nd SR. For prices and details of book club offer, write Franklin Watts, Inc., 575 Lexington Avenue, NYC 10022.

**FRENCH, SPANISH, ITALIAN** books. The Mail Order Library, 132 West 43rd Street, NYC 10036.

**BRITISH BOOK BARGAINS**—all subjects. Catalogues free. Wants solicited. Transbooks, Matawan, New Jersey 07747.

**100 BEST SELLING PAPERBACKS**—Send for order form. South Main Bookstore, 6624 Main, Houston, Texas 77025.

**MINIATURE BOOKS** under 3", old and new. Send for lists. The Miniature Bookman, Box 1685, Coral Gables, Florida 33134.

## FRENCH BOOKS

**THE FRENCH BOOKSHOP.** 700 Madison Avenue (62nd Street), NYC 10021, where French books are sold exclusively. Mail order catalogue 70¢.

## RUSSIAN BOOKS

**BOOKS IN ENGLISH** and Russian. Art, Biology, Chemistry, Education, Engineering, Foreign Relations, Geography, History, Law, Literature (classics and contemporary), Mathematics, Medicine, Music, Philosophy, Physics, Theater, etc. Russian language study courses. Dictionaries. Records; Ballet, Opera, drama, folk songs, etc. Subscriptions to magazines accepted. Stop in and browse. Mail orders filled. Free catalogues. Phone 212-CH 2-4500. FOUR CONTINENT BOOK CORPORATION, Dept. 635, 156 Fifth Avenue (Corner 20th Street), New York, N.Y. 10010.

## BOOKPLATES

**FREE CATALOGUE**—Many beautiful designs. Special designing too. Address BOOKPLATES, Yellow Springs, Ohio 45387.

## OUT-OF-PRINT

**HUGE STOCK**—Search Service. Infinite Books, Box 18229, Cleveland, Ohio 44118.

**CAN'T GET IT, WE'LL FIND IT** and fast. Free experienced service reaches 5,500 dealers weekly, if not in our large stock. Beacon Hill Booksellers, 1077 Massachusetts Avenue, Cambridge, Massachusetts 02138.

**BAER'S BOOK SEARCH.** 2856 Woodlawn Terrace, Memphis, Tennessee 38127. Book finders.

**TAINTER'S CHICK BOOKSHOP,** Temple, N. H. Books on anything and everything. Try our search service for that certain book.

**TRANSATLANTIC BOOKSEARCHERS.** Wants actively sought in England and America. Matawan, New Jersey 07747.

**YOU NAME IT—WE FIND IT.** Satisfaction guaranteed. INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California 90212.

**HARD TO FIND?** We specialize in locating the difficult. Fast, reasonable. Ardsley Books, Box 4308, Sunnyside, N.Y. 11104.

**NAME THE BOOK.** We'll get it. CHICAGO BOOK MART, P.O. Box 319, Park Forest, Illinois 60466.

**THE COGITATOR,** 109 Clyde, Evanston, Illinois 60202. Nonfiction catalogue upon request.

## BACK NUMBERS

**AMERICAN HERITAGE** Magazines: Volumes I (1949) through XVII (1966). All. Sold-Bought. Issues. Runs. Also HORIZON Magazines. Reid-Books, 1404 East 18th Street, Brooklyn, New York 11230.

## PERIODICALS

**AMERICAN HAIKU** magazine. Subscription—$3.00 yearly. Box 73, Platteville, Wisconsin.

**THE PEACOCK REVIEWER**—Subscription $5.00 yearly. Box 875, Berkeley, California 94701.

## FOREIGN PERIODICALS

**SUBSCRIPTIONS** to German, Austrian, Swiss magazines make thoughtful gifts. Request catalogue. German News Company, 200 East 86th Street, NYC 10028, 212-BU 8-5500.

**FRENCH, ITALIAN, SPANISH, POLISH** periodicals, newspapers. European Publishers Representatives, 132 West 43rd Street, NYC 10036.

## ART

**ORIGINAL DRAWINGS** direct to you, signed by the American artist, THENEUS. 8 x 10 or 11 x 14—in brown ink with wash, or sanguine or pencil. Your choice of subjects—Mother and Child, nudes or sport. Send $15.00. Money-back guarantee. Theneus Mansfield, 340 Riverside Drive, New York City 10025.

**ORIGINALS** cost less than reproductions! Contemporary, original, signed etchings, lithographs, woodcuts, $3.50. Guarantee. Free brochure. Graphic Circle (SR), 68 Fifth Avenue, NYC 10011.

**DECORATING BONANZA!** Full size imported Spanish Pavilion Posters by Picasso, Hugnet, etc. Striking colors. 3 different posters $3.25 postpaid. No CODs. T. Shuster, P.O. Box 39, Brooklyn, N.Y. 11236.

**ORIGINAL OIL PAINTINGS,** $5 to $75, None Higher. Exciting works by talented artists just beginning to achieve recognition. Uubelievable bargains in America's Famous Galleries of Discovery. Arts International Galleries: New York: 1066 Madison; Chicago: 70 East Walton; Cleveland: 13122 Shaker Square; Denver: 515 16th Street; Detroit: 24 West Adams; Minneapolis: 38 South 6th; Philadelphia: 1711 Chestnut; Santa Monica: 109 Broadway; St. Louis: 8207 Clayton.

**OESTREICHER'S REFERENCE BOOK** of Fine Art Reproductions. Largest guide to fine prints available. Contains over 12,000 titles by 1,500 artists. Illustrates over 1,100 reproductions. $2.50 postpaid, foreign $3.50. Oestreicher's Prints Inc., SR 2-3, 43 West 46th Street, NYC 10036.

**ORIGINAL RUBBINGS** of 17th and 18th century New England gravestones with symbolic bas-reliefs and poetic epitaphs. Distinctive wall hangings. Brochure available. RUBBINGS UNLIMITED, P.O. Box 482, Boston, Massachusetts 02102.

**HIGHLIGHTING CREATIVENESS:** Midwestern Art Reviews, Box 947, Chicago 60690. Trial subscription $3.




PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## RECORD MART

**ROBERT STOLZ WELTERFOLGE**—32 of the master's most famous songs featuring Rudolf Schock, Erika Koeth, Monika Dahlberg, Berlin Symphony Orchestra under Robert Stolz. 2 Eurodisc Records, Mono $7.50. Stereo $9.50. Bremen House, 218 East 86th Street, NYC 10028, 212-RE 4-2500.

## MUSICAL INSTRUMENTS

**RECORDERS—FINEST MAKES.** Largest music selections. Free catalogue. RECORDER CENTER, Amenia, N.Y.

**SUPERB SOUND QUALITY** makes Sabathil harpsichords famous. 3911 West 25th, Vancouver, Canada.

**GUITAR KIT $19.95 (F.O.B. NYC).** Spruce and maple wood. Materials and instructions supplied. DO IT YOURSELF and save. (Extraordinary Value!) Hargail, 157 West 57th Street, NYC 10019.

**PSALTERIES**—c-soprano or f-alto chromatic scale. $29.50 each, bow included. Renaissance Instruments. Kelischek Workshop, Box 27008, Atlanta, Georgia 30317.

## PIANO INSTRUCTION

**LEARN POPULAR PIANO** — Short, interesting course. Bernard Spencer, M.A., Steinway Hall, COlumbus 5-1418 NYC.

## VOICE INSTRUCTION

**VOICE** improvement by famous teacher. Home training. Free literature. Voicecraft, 1709 Fremont, Madison, Wisconsin 53704.

**JOHN PRYSE-LLOYD**—Welsh tenor, New York City. Choral scholar, Kings College, Cambridge, pupil of Alberto Garcia, Royal College Music, London. Box R-246.

## DANCE

**SARATOGA BALLET CENTER** at Skidmore College, Saratoga Springs. 2nd Summer Session. Ballet, Modern Character, Jazz, under professional instruction. Attendance at new Performing Art Center. Coeducational 9-19. Many activities. Catalogue: Oleg Briansky, 27 West 71st Street, NYC 10023.

## LANGUAGES

**PEACE REQUIRES ESPERANTO.** Text, record loaned Free. Esperanto Library, Dept. SR, Middleton, Wisconsin 53562.

## COLOR SLIDES

**LATEST WOLFE** 10,000 color slide Catalogue! 99 mammoth illustrated pages plus free 45¢ slide and your-choice bonus, total $2.80 value, just $1.00 ppd. Money-back guarantee. Wolfe, Dept. 726, Los Angeles 90025.

## COLLEGES

**GERMANY**—Stimulating Academic Year Program for American college students, American credits, September-June, in Renaissance castle near Stuttgart. Schiller College, 7121 Kleiningersheim, Germany. Write Schiller College, U.S. Office, Attention: Mrs. Hannah Busoni, 127 West 56th Street, New York 10019.

**INDEPENDENT STUDY**—Syracuse University new bachelor's degree for adults unable to attend classes. Write for brochure B, New Degree, 610 East Fayette Street, Syracuse, N.Y. 13202.

**COLLEGE DROP-OUTS:** We concentrate on the educational redevelopment of selected students, including poor achievers, with unrealized learning potential. Educational Development Center, 23 Adelbert Street, Berea, Ohio 44017, Dept. SR.

**COMPLETE BUSINESS CURRICULUM,** one and two year courses. Excellent faculty, new classrooms and dormitory. Accredited by the Accrediting Commission for Business Colleges. Free nationwide placement. Located near Mt. Rushmore in the beautiful Black Hills. Sports, skiing. Catalogue: National College of Business, Box 1628, Rapid City, South Dakota 57701.

**ALASKA SUMMER ADVENTURE**—weekday study, weekend tours. B.A., M.Ed. Write Registrar, Alaska Methodist University, Anchorage 99504.

## FOR THE GOURMET

**MUSHROOM NIBBLES,** unusual cocktail snack from Brandywine. Ineluctable! Ask your gourmet shop. Norton Company, New Milford, Connecticut.

**GOURMET FOODS** for your table and gift giving. Exquisite selections. Request mail order catalogue. Bremen House, 218 East 86th Street, NYC 10028, 212-RE 4-2500.

**CHOICE ORANGES** or grapefruit picked and shipped same day. $2.95 express collect for 45 pound bushel. Si Breakstone, Rt. 5, Box 142, Orlando, Florida.

**THREE-STAR CUISINE:** A Nobleman in the Kitchen. A new delightful illustrated cookbook with only the gourmet in mind. Wine suggestions. $4.95. Heineman Publishers, 60 East 42nd Street, New York 10017.

**IMPORTED ITALIAN DELICACIES.** Catalogue. Manganaro's, 486 Ninth Avenue (38th Street), New York 10018.

**KNOWLEDGEABLE TEA DRINKERS** prefer Grace Rare Teas for their Unsurpassed Cup Quality. Free brochure. Grace Tea Importer, Dept. A, 79 Wall Street, NYC.

## PERSONALS

**IF YOU REALLY WISH** to learn FRENCH, spend a school year as paying guest in a French family. Also summer program. Write Thevenin, Solignac, Haute Vienne, France.

**HAND CARVED IVORY BIRDS,** Animals, Flowers, Figurines, Chess sets. Hauer, Dept. SR, 2414 Larchwood Road, Wilmington, Delaware 19803.

**HARPSICHORD**—Same as owned by Philadelphia Orchestra and RCA VICTOR. In kit form for home workshop assembly. $150. Clavichord kit, $100. Free brochure. Write Zuckermann Harpsichords, Dept. S, 115 Christopher Street, NYC 10014.

**OVERSEAS POSITIONS** offer high salaries, free travel. Employers provide transportation and liberal vacations. Comprehensive new booklet, "Guide to Employment Abroad," covers all possibilities in sixty countries, all occupations. Includes exclusive "Directory of American Companies Overseas." Special reports on summer jobs, Government careers overseas, international organizations, medical work, teaching, librarian, secretarial positions. English language newspapers overseas, social work. Highly recommended. Only $1.00. Airmail 30¢ extra. Satisfaction guaranteed or payment refunded. Hill International Publications, P.O. Box 79-X, East Islip, New York 11730.

**NEUPERT HARPSICHORDS, CLAVICHORDS.** Oldest, finest. Free catalogue. MAGNAMUSIC, Sharon, Connecticut 06069.

**PARENTS—UNIQUE ADVISORY SERVICE.** Independent schools, summer schools, travel/study programs and private camps. All have been visited, personally evaluated. Write, indicate child's age, grade, interests and educational needs. Recommendations made and 264 page, 25th annual Educational Register sent to you without obligation. Vincent-Curtis, Room 201, 224 Clarendon Street, Boston, Massachusetts 02116.

**WANTED: 19th CENTURY AMERICAN PAINTINGS.** Reputable gallery seeks fine landscape and subject paintings for discriminating collectors. Hudson River, Western, Southern, etc. schools; single works or collections of suitable material purchased. Bernard Black Gallery, 1062 Madison Avenue, NYC 10028.

**FREE EDUCATIONAL MATERIALS CATALOGUE**—preschool reading and math, Understanding the New Math, Languages for children. Write: Dept. 0728, Systems for Education, Inc., 612 North Michigan, Chicago 60611.

**TARTAN SKIRTS.** Welsh bedspreads, handknits. Brochure. Scotland, 6531 Earl, Seattle, Washington.

**OLD LETTERS WANTED.** Authors, scientists, military leaders, musicians, American statesmen, etc. Collections and important single items bought and sold. Especially interested in literary material. Catalogues issued. Walter R. Benjamin Autographs, 790 Madison Avenue (at 67th). New York 10021. 212-RE 4-3902. Established 1887.

**SUMMER JOBS**—Over 43,000 summer jobs (also 8,000 permanent) open right NOW in U.S. and Overseas. Gives specific job data, salaries, addresses, etc. Hurry! Jobs are filled early. Used and approved since 1952. Regular price $5.00. Special—rush $4.00 now for new 1966 "Summer Job Directory." Resume manual $1.00 or FREE with order. Summer Job Center, 173-SR North 9th Street, Brooklyn, N.Y. 11211. (Add 25¢ regular mail, add $1.00 first class.) Also "Summer Opportunities for Teenagers" (includes jobs; part-time work; travel, sports, special interest, foreign camps, etc.), $3.00. Supply limited.

## PERSONALS

**PUBLIC RELATIONS EXECUTIVE AVAILABLE**—a 50-year-old PR expert with diversified worldwide experience. Press relations, editing, writing, special events, promotional tie-ins, community relations, corporate know-how, financial talents, counseling, management skills. Courage, imagination and ingenuity, tempered by the practical judgment of mature experience. Interviews arranged. NYC. Box P-860.

**GET A HEAD START** on college at resident rates plus canoe-country recreation. Write Summer Session, University of Minnesota, Duluth; Duluth, Minnesota 55812.

**SOLID PEWTER MUGS** from Sheffield, England. Heavy weight, buffed to a high luster. Full 16 oz. size. $18 value—due to special purchase, only $9.95 postpaid. Guaranteed to please. W. Segal, Dept. B, 103-10 Queens Boulevard, Forest Hills, N.Y. 11375.

**TOP CASH PAID** for letters and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure. "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 53rd Street, NYC 10022. 212-EL 5-3464-5-6.

**BLUE GLASS LINERS** for silver saltcellars and condiment holders. Glass inserts replaced. Hess Repairs, 168 East 33rd Street, NYC 10016.

**HUMANISTS** come together with the belief that mankind has only itself to rely upon. Bigotry, ignorance, poverty, injustice—conditions produced by society itself—are the battles in which humanists choose to engage, and the organized humanist movement serves as a rallying ground. Free information. American Humanist Association, Dept. SR-12, Humanist House, Yellow Springs, Ohio 45387.

**RARE HISTORIC NEWSPAPERS.** Free list. Stuhlmuller, 1004-D Morningside, San Antonio, Texas 78209.

**RECORDERS (FLUTES) KUENG SWISS** import. Coolsma, Purcell, $5, $8.95 up! Student Special. Corelli, $3.95; Recorder Music Methods. Guitar Music. Free Catalogue, 2-6-C, HARGAIL, 157 West 57th Street, NYC 10019.

**MERITORIOUS RESTORATION.** Antique, Modern China, Ivory, etc. Sano Studio, 767 Lexington Avenue, NYC 10021.

**COVERED WAGON MOVERS.** Competent, experienced, insured. For estimate call Jerry McGruddy, ALgonquin 5-1788 NYC.

**BRITISH SHOES FOR GENTLEMEN,** at a fraction of their American retail prices. $12.95 includes duty and import charges. Delivery in ten days from receipt of order. Money-back guarantee. Write for illustrated catalogue. Steven Williams, Sr., Ltd., 37 East Willow Street, Millburn, New Jersey 07041.

**MY JOB IS** to supply Land-Rovers and Rover cars to tourists, businessmen, corporations, and societies for delivery all over the world. There is a very big saving when you buy a car this way, bringing it back to the States if you wish. Full warranty and after sales service guaranteed. Each vehicle is built to the customer's own order. Americans and international corporations and societies ordered Land-Rovers and Rover cars from me for delivery in 64 countries in 1965. I am the official factory overseas sales manager in North America. Please write me or call me for any information you may care to have. David R. Hunter, Suite 930, 405 Lexington Avenue, New York, New York 10017. 212-YU 6-0220.

**BRIGHT STUDENTS!** Announcing a unique Summer Study Program for gifted high school students who have completed their junior year. For complete details write: Richard Hindley, Director of Summer Study Program, Franconia College, Franconia, N.H.

**YOUR GLOBAL ADVENTURE.** Largest journal of actual positions for teachers, administrators, students, librarians, scientists, etc. NOT just a list—includes specific U.S. and foreign positions open now. Includes summer jobs. Approved since 1952. RUSH $1.00 for current issue. Yearly membership $7.00. Manual, "Teaching Opportunities in San Francisco," $1.00 or FREE, with yearly. Advancement Institute, 171 North 9th Street, Brooklyn, N.Y. 11211.

**TEMPLE ORANGES,** Florida's best, Indian River grapefruit. Send for free brochure. Airport Fruit Shipper, Miami International Airport, Miami, Florida 33159.

**EUROPE ANYONE?** Ship Indian River grapefruit and oranges to England, Scotland, Ireland, Wales, France, Belgium, Holland, West Germany, Switzerland. 2/5 bushel $14.95. Send address and check to Airport Fruit Shipper, Miami, Florida 33159.

*(Continued on page 108)*



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## PERSONALS

*(Continued from page 107)*

**"THE VILLAGE VOICE** has that precious thing in a paper, its own distinct and unmistakable personality. It's intellectual, argumentative, opinionated, controversial. It has published some of the best new writing talent in the country." Charles Collingwood—CBS Views the Press. Subscribe to the weekly newspaper that started in Greenwich Village and has spread to everywhere the worldly live. Send $4 to Village Voice, Dept. SR, Sheridan Square, N.Y. 10014.

**REWRITING. SPEECH WRITING.** Male writer-editor, Phi Beta Kappa, nationally published. Experienced in social science, psychology, religious writing, political speeches, and promotion. Box P-22.

**MIRROR CLOTH,** cotton, from India: 35" wide x about 2⅓ yards long; wide embroidered mirrored border length of piece. Background colors navy, red, black, pink. No samples. Give second choice. $25.75 each pp. Carol Brown, Putney, Vermont 05346.

**WANTED:** Unusual, small antique—or old—scales. Describe. Box R-253.

**ANTIQUE FUR CARRIAGE ROBES**—Buffalo, $100, bear, $100, plush, $50. Beautiful. Sleighs. John Danley, Randolph, Vermont.

**COLLECTOR WANTS** passports, CLEARLY not valid, of defunct states. Small remuneration. Box R-262.

**GIUSEPPETAPHS.** Giuseppe Kaufman invites you to contribute your own epitaph to his book of epitaphs. Send him the epitaph you would like to wear on your own headstone and the epitaphs you would like to see on the headstone of your rich maiden aunt, creditors, mailman, Japanese gardener, armchair, undertaker, repairmen, revenue agent, avocado tree, T.V. commercials, borrowers, cousin Jack and other pet peeves and real loves. Include cause of death if possible. Write Giuseppe Kaufman, Room 3908, 60 East 42nd Street, New York City 10017.

**SECRETARY AVAILABLE** two evenings weekly. Excellent skills, $4.00 hourly. Manhattan. Box R-250.

**FRESH FLOWER PERFUMES,** hand blended, of exquisite fidelity to living flowers. Circular. May Cove, Mathews, Virginia 23109.

**THE AUSTRALIAN,** famous quality national newspaper, sent to you in U.S., lets you follow business, all other developments in go-ahead, strategic "down-under" continent. Excellent as reference and pulse-feeler for companies, libraries, investors, teachers, tourists . . . and you. Saturday Weekend Edition has literary and performing arts articles and criticism, big business financial section with frequent company profiles, reports. Weekend Sea Mail Edition, 1 year $7.50; 6 months $4. The Australian, Room 1103, 230 West 41st Street, New York 10036.

**MOTHERS! GIRLS NEED** pin-on lapel purses for money, keys, notes. Handcrafted monogrammed felt. Red, blue, gold. Send initials, $2.00. Lane Line, Drawer A-15S1, Grass Valley, California 95945.

**WANTED:** Dedicated tutor or teacher who can awaken love for literary classics in highly intelligent student aged 12, Manhattan area. Write Box SRL 1074, 125 West 41st Street, NYC 10036.

**"HOW TO GET A JOB OVERSEAS."** Sensational new book tells how you can get one of the thousands of well-paying positions for Americans in Europe, Asia, Africa, Australia, South America. Includes lists of addresses. This is NOT a pamphlet. Book measures 8" x 10", contains 144 pages. Only $3.25 postpaid. No CODs. Dept. SR, Arco Publishing Co., 219 Park Avenue South, New York 10003.

**RESEARCH,** writing, translations, expertly done. All topics. Reasonable. Professional author. Alex White, Allenhurst, N.J. 07711.

**ADULT DEGREE PROGRAM** for men and women over 25 seeking liberal arts education. B.A. degree may be earned through series of six month study cycles combining two week seminars on campus twice yearly with independent study at home. Openings in new cycles starting in July 1966 and January 1967. Write Box S, Adult Degree Program, Goddard College, Plainfield, Vermont 05667.

**FOOT COMFORT**—Double deerskin moccasins, slippers, casuals, 50 styles. Free catalogue SR. Cottage Crafts, Rutland, Vermont 05701.

**FASCINATING MAGAZINE** for book collectors! Information free. TBA, Webster, New York 14580.

## PERSONALS

**WATERCOLOR—WANG YINPAO.** Ferris Booth Hall, Columbia University, 115th at Broadway, NYC. February 11th through 25th.

**33rd WRITERS' CONFERENCE** in the Rocky Mountains, July 24th through August 5th, 1966. Juvenile Writing-Ellen Wilson; Novel-Mildred Walker; Poetry-Rolfe Humphries; Short Story-Edwin L. Peterson; Nonfiction-William E. Wilson; Article Writing-Edward Weeks; Book Reviewing-Stanton Peckham. Write: Margaret Robb, Director, Hellems 122W, University of Colorado, Boulder.

**PREP SCHOOLS**—Want to find a New England Prep School for your boy? Testing, evaluation, placement. John H. Emerson, Educational Counselor, 12 Summer Street, Hanover, N.H. 03755.

**WOMEN COLLEGE GRADUATES**—Have you thought of teaching school? Two pamphlets available describing certification regulations and preparation programs. $1.35 for both. Catalyst in Education, 45 Labbe Avenue, Lewiston, Maine 04242.

**INDIVIDUAL JOINERY.** Furniture, toys. Raphael Teller, 91 Elm Street, Belmont, Massachusetts 02178.

**POETRY WANTED.** Include stamped envelope. Idlewild Publishers, 333 Frederick, San Francisco, California 94117.

**THINKING SUBDIVISION DEVELOPERS.** Want branch office southern California? Manager, acquisition through sales, original thinker. Write for resume, budget. Available conference February, March; association May. Carter Darnell, Box 1125, Newport Beach, California.

**COLLEGE PROFESSOR,** experienced traveler, desires summer job Europe. Box R-271.

**HIGHLY QUALIFIED** young woman, 22, Spanish speaking ability, desires position tutor or aide with family traveling abroad. Available February. Box P-862.

**COLLEGE JUNIOR** desires position as mother's helper with American family overseas. Available March 30th. References. Box P-761.

**FEMALE,** college senior, Speech and Theater Major with secretarial experience, seeks summer travel position. Box R-242.

**HISTORY TEACHER:** European, U.S., Geography, World Affairs, Writing, Religion. Recent Ivy League M.A. Five years New England independent school experience. Journalism background. Male, 54. Seeks college post. Box R-236.

**COLLEGE SOPHOMORE,** liberal, desires summer governess position with family traveling outside U.S. Four years of French. References exchanged. Box R-245.

**ASPIRING COLLEGE COED** seeks summer position with baron and baroness—will settle for adventurous vagabonds. Box R-261.

**COLLEGE STUDENT,** well-mannered, ambitious, desires interesting summer position. Travel aide, houseman, English and Social Studies tutor, etc. Box R-248.

**I LOVE CHILDREN,** mature coed, experienced, good swimmer. Box R-254.

## EMPLOYMENT OPPORTUNITIES

**DICTIONARY EDITOR**—Excellent position immediately available for a person fully experienced in definition writing (General Vocabulary). Candidate must be willing to relocate to our offices in the Midwest. This permanent position is the result of continued expansion. Salary commensurate with background and ability. Many employee benefits. Our employees know of this ad. All responses will be held in strict confidence. Please send resume and salary requirements to Box P-894.

**TEACHING OPPORTUNITIES**—teachers, all subjects and levels—department heads, administrators, housemothers, nurses, etc., private schools, all states, beginners, experienced. Initial details without obligation. Confidential. School Service Bureau, Box 278C, Windsor, Connecticut.

**TOUR ESCORTS WANTED**—Leading New York motor tour operator has positions available for personable young men to accompany tour groups through USA and Canada. Term of employment must be May through October. Salary plus tips, expenses. Apply Box R-233.

**NONPROFIT STUDENT ORGANIZATION** requires French-speaking and art history tour leaders for summer. Also office staff to assist in overseas study program arrangement immediately. Please send resume to Box R-258.

## EMPLOYMENT OPPORTUNITIES

**LEAD STUDENTS IN EUROPE.** Lively men and women, 24-40. Couples or single. Must speak Russian, German, Spanish or French fluently—help guide small teenage group in exceptional program this summer. Teachers preferred. Send resume. Box R-265.

**TEACHERS**—Do you find your horizons limited? Pay not what it could be? Would you like to teach hundreds of thousands of pupils by editing weekly primary-grade publications serving Catholic schools? Rare opportunity. Salary open. Send full resume to Box P-861.

**WANTED: COLLEGE GRADUATES**—Any year, any major. Positions: Employment interviewers, Vocational Counselors. NY State Civil Service. Excellent opportunities. Challenging careers for recent graduates and those planning to return to the labor market in expanding youth programs. Written tests may be held outside of NY State at centers convenient to candidates. For those who pass, oral tests given only in NY State at the candidate's expense. Trainees $5,357 year. Experienced $5,738. Yearly increments, good benefits. Professional Placement Center. NYS Employment Service, 444 Madison Avenue, New York, N.Y. 10022.

**CAMP COUNSELORS**—A long established boys' camp in cultural area of the Berkshires (Massachusetts), invites inquiries from teachers and graduate students interested in working with young people in the camp setting. Rich opportunity to work with highly talented staff. Full range of hobby and cultural activities includes art, music, photography, electronics, nature program. Write fully. Camp Mah-Kee-Nac, 377 Irving Avenue, South Orange, N.J.

**TEACHER**—Recent, single graduate (male or female) with teaching experience or strong desire to teach. Some travel, relocation to Princeton, New Jersey. Teach special skills in private secondary schools. Intensive training and good salary. Employment begins May 9th. Write fully. Box R-275.

**COMMUNITY ACTION WORKERS** for Latin America. Social/economic development projects. Organizing ability essential. All expenses/travel paid. 18-24 months assignment. Box R-263.

**HOUSE PARENTS NEEDED**—We have several openings in our new Group Home Program for childless couples, or couples whose children no longer live at home. (Male house parent can keep outside employment if he so desires.) Job requires living-in supervision of children in fully furnished new apartment units located in the upper Bronx. Excellent salary and full maintenance. Good intelligence and character required. Excellent opportunity for interested couple. Write or call: Mr. Paul Heber, Lutheran Child Welfare Association, 15 East 26th Street, New York City, telephone 212-MU 6-6040.

**HEAD LIBRARIAN**—Graduate of ALA accredited library school with some experience. Pickaway County District Public Library, Circleville, Ohio. County population 38,000; 26 miles south of Columbus, with the advantages of large city contacts plus pleasant rural surroundings. Salary range $6,500-$7,200. Usual benefits. Present librarian retiring. Apply to: Librarian, Circleville, Ohio 43113.

**WANTED:** A Girl "Monday-Thursday." Have "Girl Friday." The job requires tact, ability, a pleasant telephone voice, previous stock brokerage experience and a willingness to work hard. It will not be dull. Her boss to be is a partner in a young, fast-growing NYSE firm who likes everything done perfectly today and yesterday. Her salary and bonus will leave little to be desired. NYC. SR Box R-273.

## HOUSES AVAILABLE

### For Sale

**BERKSHIRE AREA.** Lovely 14 room country home with extraordinary views, acreage. Near ski slopes, Tanglewood. Overlook, Hillsdale, N.Y. 12529.

**FOUND ANOTHER ONE!** Small, old, rambling New England village house. Excellent condition. Completely "winterized." Call us. 802-867-5347. Dorset Real Estate Co., Dorset, Vermont 05251.

### For Sale—Furnished

**LEWES, DELAWARE.** Five unit apartment house. Furnished. Year round occupancy. Annual income $3,600. Ideal for retirement. $21,500. Box R-238.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## HOUSES AVAILABLE

### For Rent—Furnished

**HOT SPRINGS, VIRGINIA.** Luxuriously furnished, 3 and 4 bedroom houses on private estate near Homestead Hotel. Call or write for brochure. Clarkson and Wallace, Inc., Warm Springs, Virginia. Telephone Hot Springs 839-2632.

**ST. JOHN, VIRGIN ISLANDS**—cottage, 9 acres, breathtaking views. Weekly. Box P-784.

**CONNECTICUT COUNTRY HOUSE** plus 22 x 26 studio, north light. Elegant living, secluded work conditions for artist, writer. New Milford, March only—$350. 203-354-3103.

**OFFTRACK, TINY ISLAND,** house rented through March, E.S., retired librarian, loves it. Next? Lulley, Bequia, St. Vincent, West Indies.

**HOUSE IN SOUTHWEST GERMANY** in beautiful forest-wine district. Owner available as housekeeper for elderly couple or small family. Application to Mrs. Kussat, 654 Huron Street, Toronto 5, Ontario, Canada.

**AUTHOR'S VACATION HOME:** Ideal for summer and skiing. 15 months, $5,000—June '66-September '67. Elsie Taft, Broker, Jamaica, Vermont 05343.

**BRITISH VIRGINS**—Isolated 2 bedroom house, miles of beach and waterfront. No neighbors. $150 month, $50 week. Write Box 76, Road Town, Tortola, British Virgin Islands.

### For Summer Rental

**YONKERS, NEAR NYC.** Professor's 3 bedroom home, fully equipped, garage. Mid-June to September. $250 month. Box R-264.

**PARIS HOUSE.** April 1st to September 15th. 4 bedrooms, 2 baths, garden. $400 monthly. Box R-251.

## HOUSES WANTED

**WANTED TO RENT**—cheerfully furnished modern house, March, April, May, possibly longer. Vicinity Greenwich, Westport, Connecticut. Best references. Box P-879.

### For Summer Rental

**WANTED:** Furnished ranch house, 2-3 bedrooms, for woman executive (no children, no pets) in Westport-Norwalk, Connecticut area, May 25th-September 25th. Swimming on premises or really nearby essential. Box R-255.

## HOUSES FOR EXCHANGE

**MEMBERS EXCHANGE HOMES** for rent free vacations. Write: Vacation Exchange Clubs, 550 Fifth Avenue, New York 10036.

**HOLIDAY HOME EXCHANGE BUREAU** will arrange between reputable approved people. Write Box 555, Grants, New Mexico 87020.

## APARTMENT AVAILABLE

### For Summer Rental

**OVERLOOKING HUDSON,** near Columbia, NYC. Furnished apartment—5 rooms, 2 baths. $200 month. Box R-267.

## APARTMENT WANTED

### Unfurnished

**GREENWICH VILLAGE.** SR staff member seeks 3 room apartment, brownstone—unfurnished. Must be reasonable and rent controlled. Box P-859.

## APARTMENT TO SHARE

**EAST 79th, NYC.** 4 room luxury apartment, new building, share with gentleman. References exchanged. $150. 212-861-2031.

## PROPERTY FOR SALE

**BERKSHIRE AREA.** Homesites, acreage, with extraordinary views, near ski slopes, Tanglewood. Brochure. Overlook, Hillsdale, N.Y. 12529.

**GORGEOUS FAMILY HOMESITE.** Coveted, pastoral, cosmopolite area. Slope, hilltop, meadows, woods. 6½ acres. $25,000. Box 118, New Milford, Connecticut.

**TWO SUPERB HOMESITES**—Manchester West Road. Open fronts. Rear fine forest. 3 homes each site. Views. Sensible zoning. North lot 14 acres, 400 foot front, $9,000. South lot 12.7 acres, 360 foot front. 2 springs feed scenic pond. $7,500. Best acreage value in area. Exclusive with Markey & Glenn, Realtors, Manchester Center, Vermont.

**MARTHA'S VINEYARD**—unusual wooded settings with unparalleled views of Vineyard Sound. Close proximity to excellent community beach. 2-6 acres. $15,000-$30,000. Box R-241.

## CAMPS

**TRIPLE-R RANCH.** Reading, Riding, Ranching. Boys 9-14. Limited enrollment. Family atmosphere. Booklet. T-R Ranch, Steamboat Springs, Colorado.

**D-ARROW CANOE TRIPS.** 45 boys, 11-18. Four age groups. Separate survival group. On Grand Lake, Maine. Seven weeks. Lake, white water trips: Maine, Canada. Quaker leadership. George S. Darrow, 780 Millbrook Lane, Haverford, Pennsylvania 19041.

**PERRY-MANSFIELD,** Steamboat Springs, Colorado. June 28th-August 19th. Girls, 2nd through 10th grades. Horsemanship. Pack Trips. Swimming. Drama. Dance. Art. Singing. Inquire: Miss Alice Koontz, Director, Perry-Mansfield Camp, Stephens College, Columbia, Missouri 65201.

**ADVENTURES** in living, expression, pioneering, mathematics. Fun and learning in the Green Mountains. 50 coeds. 6-13. TRUMBULL HILL. Shaftsbury, Vermont.

**SUMMERLANE CAMP** in the tradition of The Little Commonwealth, Summerhill, The Gorky Colony. Continuing an exploration of the boundaries of freedom in democracy; seeking to teach that love is something more than need; that work and creativity are inseparable. Now in our 41st summer. Boys and girls, ages 5-19. Buckbrook Farm, North Branch 20, N.Y.

**HIGH/SCOPE**—capable youth 11-16. Flexible program with intellectual challenge. 1305 Sherman, Ypsilanti, Michigan.

**MAINE SAILING SCHOOL**—summer camp, coed, ages 11-17, on Penobscot Bay. Roy and Emily Hilburn, Box 174, Lakeport, California 95453.

**THE ROCK** provides a summer of venturesome concerns and adventurous activities. An intimate atmosphere with activities a young person 12-16 would expect to find at a camp plus some in another dimension. RFD Williamsburg, Massachusetts. 413-268-7069.

**BROWN LEDGE** — Mallett's Bay, Vermont. "One of America's finest camps." Girls 10-18. Free daily riding for all. Finest show horses, mounted lance drill, trail riding, jumping. Sailing, racing tactics; water skiing, drama, swimming, tennis, golf, archery, riflery, crafts, trips. No extras! "The Complete and Different Camp." For booklet, state age and write to winter office: Mrs. H. E. Brown, 81 Tilden Road, Box C, Scituate, Massachusetts.

**HAS YOUR TEENAGE SON OUTGROWN "CAMP"?** Vagabond Ranch, Granby, Colorado, ranch-travel-work program, provides constructive, adventuresome experiences. 20th summer. Charles D. Pavek, Washington, Connecticut.

**INTENSIVE TALENT DEVELOPMENT** plus full camp program. International, democratic, integrated (coed 6-16). Appel Farm Art & Music Center, Elmer 26, New Jersey.

**THE LITTLE OUTFIT** of Cottonwood Gulch for 10, 11, and 12-year-old boys. Basic camping skills, desert and mountain lore, exploring in extensive lava flows and abandoned villages. Cool climate at 7,000 feet. Hillis L. Howie, 363 South Road, Apt. C-17, Poughkeepsie, New York 12601.

**A HAPPY SUMMER SOLUTION** (Berkshire area) for boys and girls 7-17. Creative experience in drama • arts • science • music. Water skiing, sailing on private lake. Developmental Reading Program. Camps Orin and Sekwa, 1 Vernon Drive, Scarsdale, New York.

**FARM AND WILDERNESS CAMPS,** Plymouth Union, Vermont. Timberlake, boys; Indian Brook, girls; Tamarack Farm, coed; Saltash Mountain, boys; Flying Cloud, boys. 2,200 acres on mountain lakes. Broad camp craft program, canoe and hiking trips. Natural science. Construction, farm animals, work projects. Quaker leadership. Kenneth S. Webb, Woodstock, Vermont.

**EXPERIENCE IN CREATIVE ACHIEVEMENT** provided by enthusiastic professional staff in vacation surroundings. Music, private lessons: Art, Dance, Dramatics, Equitation. Programs for coeds to 18. Box 885, Madison, Connecticut.

## RETIREMENT LIVING

**"HAVE YOU SEEN MEADOW LAKES?"** If you are planning retirement, plan to visit this retirement community of garden-level apartments situated on 103 scenic acres near Princeton, N.J. A monthly service charge provides menu-selected meals, maintenance, maid service, medical, surgical and nursing care. The Presbyterian Nursing Care Center at Meadow Lakes is now accepting patients for short term or permanent residence. For Retirement Community or Nursing Center brochures write: Presbyterian Homes of N.J., Meadow Lakes, P.O. Box 70, Hightstown, N.J. 08520.

## VACATIONS

**FOR THOSE WHO** want every facility and service, plus the tranquillity of casual beach life, write the Fields for literature about their delightful Colony Beach Club, Longboat Key, Sarasota, Florida 33577.

**SAN FRANCISCO ON A BUDGET?** Charming, centrally located. Hotel Beresford, 635 Sutter Street.

**TIKI—YOUR TROPIC ISLAND HOME** on lush Sanibel Island, Florida. Rent new, furnished cottage. Private Gulf Beach. Ideal swimming, fishing, shelling. Utilities, linens included. Week, Month, Season. Brochure. MAyfair 1-3252, L.I., SR Box A-90.

**BEAUTIFUL VERMONT**—Attractive four-season vacation homesites on small highland lake. Can build to suit buyer. Jack Macleod, Wallingford, Vermont.

**PELICAN COVE MOTEL AND MARINA**—Florida Keys. Immaculate oceanside apartments, beach, swimming, fishing, skindiving, shelling, birdwatching, tennis and instructor, loafing. Literate, congenial company on balmy tropical isle. Duncan Hunter, Owner, Islamorada. Phone 664-2811.

**GOLF-EGRET,** midwinter lift: fly over for a week or weekend of golf in the sun at luxurious Adventure Inn on subtropical Hilton Head Island, S.C., midway between New York and Miami. Play 2 championship courses beside the sea and a lighted par-three where snowy egrets nest. Feast on Plantation Cuisine. Enjoy hunting at Honeyhorn or chess before the fire. Stay 6 days, 5 nights in double room on the ocean for only $56 each, including breakfast and dinner. 3,000 foot landing strip for private planes on the island. Call 803-785-3372 or write Box 15, Adventure Inn, Hilton Head Island, S.C.

**GROUP SKIING:** Inexpensive rates. Village lodge. Tom Hirchak, Stowe, Vermont. 802-253-4165.

**TIRED?** Come to the tropical, fully modern, Matecumbe Resort Motel, Florida Keys. Box 203B, Islamorada, Florida.

**GO GAUGUIN!** Caribbean mountain studio. $75 week. Hammond, Naguabo, P.R.

**WINDHAM HILL FARM**—West Townshend, Vermont 05359. Quiet country inn. Good food. Folder.

**RELAX.** Enjoy your vacation—quiet, unspoiled land and waters of Maryland's eastern shore. Colonial charm, finest food. The Pasadena, Royal Oak, Maryland 21662.

**THERE'S A PLACE** you'll like—white sand beaches—uncrowded Island—nice. Box M-18, Chamber of Commerce, Longboat Key, Florida.

**PATAGONIA, ARIZONA,** Circle Z Ranch. Ultimate in riding, birdwatching, sun, siestas.

**SKI OR WATCH,** fun and fellowship. The Yodler, Stowe, Vermont.

**LAKE MICHIGAN VACATION ESTATE,** concerts, resident artist, cottages, apartments, studios: 1,000' beach, pools, tennis, children's program. May-September. Sleepy Hollow, South Haven, Michigan 49090.

**SNOWMASS LODGE, ASPEN, COLORADO.** Relaxed ranch living in the incomparable beauty of the Colorado Rockies. Write Snowmass Lodge, Box D-802, Aspen, Colorado.

**BUCCANEER INN** on Longboat—Secluded hideaway overlooking peaceful Sleepy Lagoon. Patio Rooms, Apartments, Pool, Fishing, Boating, Private Gulf Beach privileges. Long time Holiday Award Restaurant. Write: Buccaneer Inn, Sarasota, Florida 33577.

**CARIBBEAN VACATION HOUSE,** Saint Maarten. Furnished rental, two week minimum. Box P-579.

*(Continued on page 110)*



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# CLASSIFIED

(Continued from page 109)

## STUDIES ABROAD

**SCHOOLBOYS ABROAD.** The Phillips Academies, Andover, Massachusetts and Exeter, New Hampshire. Fully-accredited high school junior year in Barcelona, Spain. Open to advanced and average students of accredited schools who have completed 10th grade and at least one year Spanish. Intensive study of Spanish language, culture. Full academic program. Enter American senior year with full credit. Well-qualified Spaniards augment Andover-Exeter faculty. Some scholarships. Travel during vacations. Live with Spanish families. Write Administrator, Schoolboys Abroad, 216 School Street, Andover, Massachusetts 01810.

**STUDY . . . LIVE IN SCANDINAVIA.** Nine months program for students and adults. Learn a language . . . live with families . . . study at residential schools . . . in Denmark, Finland, Norway or Sweden. Scandinavian Seminars, 140 West 57th, NYC 10019.

## SUMMER STUDIES ABROAD

**EXCITING!!! EUROPE—$225.** 16th annual summer sessions abroad. That's all it costs for unusual delightful summer program at Universities of Madrid, Florence, Rome, Salzburg or Ecole Pratique in Paris. Full month July or August includes room, meals, tuition, courses in languages, art, painting, music, dances, etc.; sightseeing, many other features. All this for $225! Low cost extensions to all of Europe. Educational Travel Association, 590 Fifth Avenue, NYC 10036.

**AIX-EN-PROVENCE, VALENCIA.** Pre-college, coed, fully supervised. Study, authentic living, travel, excursions. Also College. Live with selected families. Travel Eurailpass or tour Eastern Europe. Continental Study Projects, Inc., 527 Madison Avenue, NYC 10022.

**GERMANY**—Exciting 6 week summer course June 20th-July 30th for college and graduate students. American credits. 5 weeks in Neckar valley castle plus one week in Berlin. Concentrated German language training on all levels. Schiller College, 7121 Kleiningersheim, Germany. Write Schiller College, U.S. Office, Attention: Mrs. Hannah Busoni, 127 West 56th Street, New York 10019.

**MAYA-ZAPOTEC-AZTEC** civilizations. Mexico with anthropologist. Students 14-18. Box 104, Annapolis, Maryland.

**VENICE, ITALY,** Artists Workshop. Summer sessions in art and humanities. Box R-252.

**FOR STUDENTS 15-19.** Special travel programs that emphasize doing, rather than just sightseeing, and close contact with people of other lands. Travel with European teenagers and live with a European family; speak French in France all summer; visit a Soviet Youth Camp; study Spanish in Spain—or choose from varied list of trips planned to help you know a part of Europe well. For full catalogue write: George R. Shumlin, Director, The European Travel-Camp, Putney, Vermont 05346. (15th year.)

**LESLEY FROST,** daughter of Robert Frost, is now considering applications for her third summer (July-August) of her school in Spain (near Segovia), for girls 15-17. Spanish and French taught; art and history emphasized. Weekends in Madrid, Toledo, Salamanca, etc. Tour of Granada, Sevilla, Cordoba. Address Miss Frost, 129 East 10th Street, NYC 10010.

**SUMMER SCHOOL CAMPUSES:** Wonderful opportunities for students ages 15 to 19. Study French or Spanish in Mexico, Spain, Switzerland. Chaperoned. Classroom study plus excursions. Write for details: Summer Schools-International, Box 199, Northfield, Minnesota 55057.

**MEXICO.** Morelia. Grades 8-12, Spanish, other subjects tutored, credits. Full supervision. Brochure, Bidwell School, Box 4323, Stockton, California 95204.

**LIVE** with a French family and study at the Sorbonne or study the Spanish language and culture in Santander. Live and study art in Florence or meet top political and economic leaders in Europe. Low cost and for credit. Also pre-college French study program in Switzerland. Write for free brochure: U.S. National Student Association, Dept. LS14, 265 Madison Avenue, New York, N.Y. 10016.

**16-19**—Live, learn French. 7 weeks French family, one week Paris tour. LANGUAGE SUMMER IN FRANCE, 212-SU 7-7114 (evenings). Box P-486.

**LIVE, TRAVEL, STUDY** in Mexico. 6 weeks—June 18th-July 30th. Enriching experience for high school students interested in Spanish (12 boys, 12 girls). First class accommodations. Inclusive fee — $825. Write: Horizon School, Box 17680, Memphis, Tennessee 38117.

## SUMMER STUDIES ABROAD

**A SUMMER IN ITALY** at La Romita Art School sponsored by Rockford College. Located in a 16th century monastery in the center of Umbria, 12 miles from Spoleto. Program includes 4 weeks at monastery and 2 weeks in Rome and Florence. 6 units of credit offered. Write Summer Session in Italy, Rockford College, Rockford, Illinois.

**CULTURAL AFFAIRS INSTITUTE,** late June, July. Travel Great Britain, Italy, lectures. Youth and adult groups. Drama. Writing. Art. Renaissance Florence. Among lecturers: Albert Finney, Lord Snow, Sir John Rothenstein, Prof. Gulfo Frulla. Write P.O. Box 5181, Santa Barbara, California.

**EUROPE BY STUDENT SHIP.** Sail at low rates on air-conditioned liners in June, July, August or September. At sea attend language classes, art lectures, international debates, travelogues, jazz and film festivals. Dance to ship's orchestra; swim in outdoor pool. Write: Council on Student Travel, Dept. SR-6, 777 United Nations Plaza, New York 10017.

**SUMMER SCHOOL ABROAD** in Dijon, France; Salzburg, Austria; Tokyo, Japan; and Guadalajara, Mexico. Concentrated language training on all levels, courses and/or lectures in art, civilization, culture. College credits. Write for bulletin to the Dean, The Summer School, Georgetown University, Washington, D.C. 20007.

## TRAVEL

**EASTERN EUROPE.** Escorted tours from 15 days to 56 days. Dalmatia and The Balkans, Soviet Union, Poland, Czechoslovakia, Greece, Aegean Isles, Istanbul, Samarkand and Central Asia. Your choice of 10 different programs. New 28-page illustrated brochure gives details. Free for the asking from your Travel Agent or Maupintour, 270 Park Avenue, NYC 10017.

**UNIQUE EUROPEAN CULTURAL EXPERIENCE** for mature teenagers. Experienced, well-traveled leaders with intellectual backgrounds. Groups, coed, limited to eight. For information contact: Orbach, Seminar on Wheels '66, 10 East 8th Street, NYC 10003. 212-CA 8-8931.

**TAKE-A-GUIDE.** Your personal way to discover Europe. See people and places that aren't in the guidebooks! With your own driver-guide and car. No crowds, no rush. Get more out of Europe with TAG. It costs less than you think! Write for free brochure to TAKE-A-GUIDE Ltd., 11 Old Bond Street, London W.1., England. Or clip this for your trip and call HYDe Park 1688 (London) or Pigalle 3012 (Paris).

**SEE MORE IN EUROPE** this summer, see it better and save—traveling with NSA—a choice of 33 flexible trips of 21 to 63 days with other college and graduate students using special rates for travel, accommodations, admissions, etc. available only through NSA. Trips to Europe, Israel, Latin America and the Far East. Also pre-college teenage tours. Write for free book: U.S. National Student Association, Dept. SR14, 265 Madison Avenue, New York, N.Y. 10016. A nonprofit organization for students.

**IF YOU CAN PRONOUNCE ST. LUCIA*,** you may wish to subscribe to the newsletter especially for Caribbean cognoscenti. What's new in investment opportunities, industrial development, off-beat islands, hotels, transportation. Twelve monthly issues airmailed anywhere, $10. (*St. LOO-sha). Caribbean Report, 509 Fifth Avenue, Suite 700, New York 10017.

**TUDOR HOTEL.** 304 East 42nd Street, New York 10017. On N.Y.'s fashionable East Side. One block from U.N. All transportation, churches, shops, theaters only steps away. All newly decorated accommodations have private bath, television and direct dial telephones. Old English lounge and restaurant is N.Y.'s favorite rendezvous. Singles from $7; doubles from $10 daily. Special family rooms featuring 2 baths, and special rates for extended stays. Write for new brochure. 212-YU 6-8800.

**CHANCE OF A LIFETIME!** . . . For two weeks or a year enjoy hobbyist, professional painting, crafts, Spanish, writing, history; MFA program. Theater, field-trips, fiestas, sunshine. Room, bath, board from $4. Prospectus? Stirling Dickinson, Director, Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

**SAVE MONEY ON YOUR NEXT TRIP** to New York by staying at the Hotel Paris. The Paris is like a Volkswagen . . . we offer all the essential services but no frills; comfort but not luxury; a swimming pool but no night club. Ask for leaflets, "New York for Free" and "How to Enjoy New York." Write to M. L. Walter, Hotel Paris, New York 10025.

## TRAVEL

**MEET ME IN "PAREE."** Cultured, bilingual, shopping, touring, gourmet guide! Couples or women. Write Miss Osborn, 69 Avenue de la Bourdonnais, Paris, or call evenings (USA) 317-662-2309.

**LYSISTRATA.** 120 fortunate people will cruise the Greek Islands with Professor A. D. Winspear in his private yacht, the Lysistrata, this summer. You might be one. Most cruises a fortnight, $250 inclusive. Accommodations still available April, May, August, September. For particulars write A. D. Winspear, P.O. Box 263, Postal Station B, Calgary, Alberta, Canada.

**QUALITY TOURING.** Leisurely, different, fun. Ask for new holidays for Scandinavia, Europe by Train, Spain and Portugal, Middle East, or South America. Write Maupintour, 270 Park Avenue, NYC 10017.

**MEXICO TEENAGE CAMPING ADVENTURE**—Quaker leadership. 8-3473 CalifAve, Modesto, California.

**THIS AD** + $7.00 per day entitles you to real value New York. Next time try HOTEL CENTURY, 111 West 46th Street, convenient everything. 350 rooms, bath, radio, TV. Double, add $2.00. Don't delay, reserve now. This is a "sleeper" in every sense.

**WORLDWIDE FREIGHTER GUIDE** — $1.25. Rates, schedules 700 passenger carrying freighters. TravLtips, 40-21XB Bell, Bayside, New York 11361.

**RYDE'S EAST AFRICAN ADVENTURE TOURS.** Leaving the United States August 8th, October 10th, 1966, January 7th, 1967. Write for details to American representative, Ellen Mitchill, 320 North Poinsettia Place, Los Angeles, California 90036.

**EXPLORE ENGLISH WEST COUNTRY**—individual tours in private car based Bath, historic and natural beauty spots—tours one to four days with accommodations by arrangement, luxury country hotel or village "pub." Write Gonin, Alford, Castle Cary, Somerset, England.

**UNUSUAL ITINERARIES** . . . 2 to 4 weeks, visiting Austria, Greece, Yugoslavia, Hungary, Czechoslovakia, Poland, Russia, East Germany. $202 up from London. Book only through your local travel agent. For Free Colorful Brochures for these and other attractive tours, write: Frames' Tours Ltd., 114 East 32nd Street, NYC, NY 10016.

**CASTLE-HOTELS.** Illustrated Guidebook lists 230 castles, palaces, chateaux in 11 European countries offering accommodations. Descriptions, rates, locations, photos. 52 page book, 16" x 22" map. $2 postpaid (or $2.25 first class). Robert Long, 634s Bellmore Avenue, East Meadow, N.Y. 11554.

**168 EUROPEAN CITIES.** Latest edition of 289 seldom listed, comfortable hotels covering 24 countries. Most extensive list available of inexpensive European hotels. Prices, addresses. $1.00. VOYAGER LTD., Box 24684SR, Los Angeles, California 90024.

**BUSINESS IN SOUTH AFRICA?** It's a pleasure . . . bring the family! You'll all enjoy the cosmopolitan city life, the short distances to golf, beaches, riding, boating, fishing. Splendid roads, fascinating peoples, spellbinding scenery, vast game reserves. Ask your Travel Agent, or write for literature to: Satour, 9465 Wilshire Boulevard, Beverly Hills, California 90212, or 610 Fifth Avenue, New York, N.Y. 10020.

**INVITATION TO** . . . ADVENTURE IN PARADISE aboard a large, luxurious private yacht. Help share expenses and sail to Tahiti and other remote South Pacific Islands. So-Pac Cruise, P.O. Box 1277, Santa Monica, California 90404.

**NEW YORK CITY, HOTEL BEDFORD,** 40th Street, Just East of Park Avenue. For the discriminating guest who prefers a quiet and gracious hotel in the midst of New York's most convenient Grand Central area . . . near all shopping and entertainment. Beautifully decorated rooms and suites . . . featuring fully equipped kitchenettes . . . private bath, air-conditioning and TV . . . Ideal for families . . . Moderate rates. Continental Restaurant and Cocktail Lounge. Write Hotel Bedford, 118 East 40th Street, for brochure.

**AROUND THE WORLD.** Quality escorted tours around the world. 52 days with frequent departures. Unusual and exciting itineraries. Write for free brochure. Dittmann Tours, Dept. SR, P.O. Box 199, Northfield, Minnesota 55057.

**BACHELOR PARTY**®—Worldwide cruises and tours for single people. Free 36 page catalogue. Dept. SR, Bachelor Party Tours, 444 Madison Avenue, New York 10022.

**EUROPE—AN UNREGIMENTED TOUR!** Discover this bargain. TOURS, 255-B Sequoia, Pasadena, California.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# Come to the U.N.

A trip to United Nations Headquarters can be educational and inspirational. What's more, it's fun.

We're not sure the young visitor at the left knows it, but talking to the Japanese Attaché and the Mali Representative is United States Ambassador to the UN, Arthur Goldberg. (2,000 representatives of 117 countries work at the UN, plus 3400 Secretariat employees. They're often on the job 14 hours a day.)

21,000 visitors come to United Nations Headquarters every week. Guided tours start every 10 minutes, 9:15am to 4:45pm, 7 days a week. Tours cost $1.25 for adults, 50¢ for children and students, are conducted by lovely guides from 36 countries, last one hour, and will fill many letters home.

Would you like to know more about what's in store for you at the UN?

**For a free UN Tour Booklet and Visitor's Button, write to: UN Association of the United States, New York 10017.**

*Contributed by this magazine as a public service in cooperation with The Advertising Council.*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

# KINGSLEY DOUBLE-CROSTIC NO. 1663

Reg. U.S. Patent Office

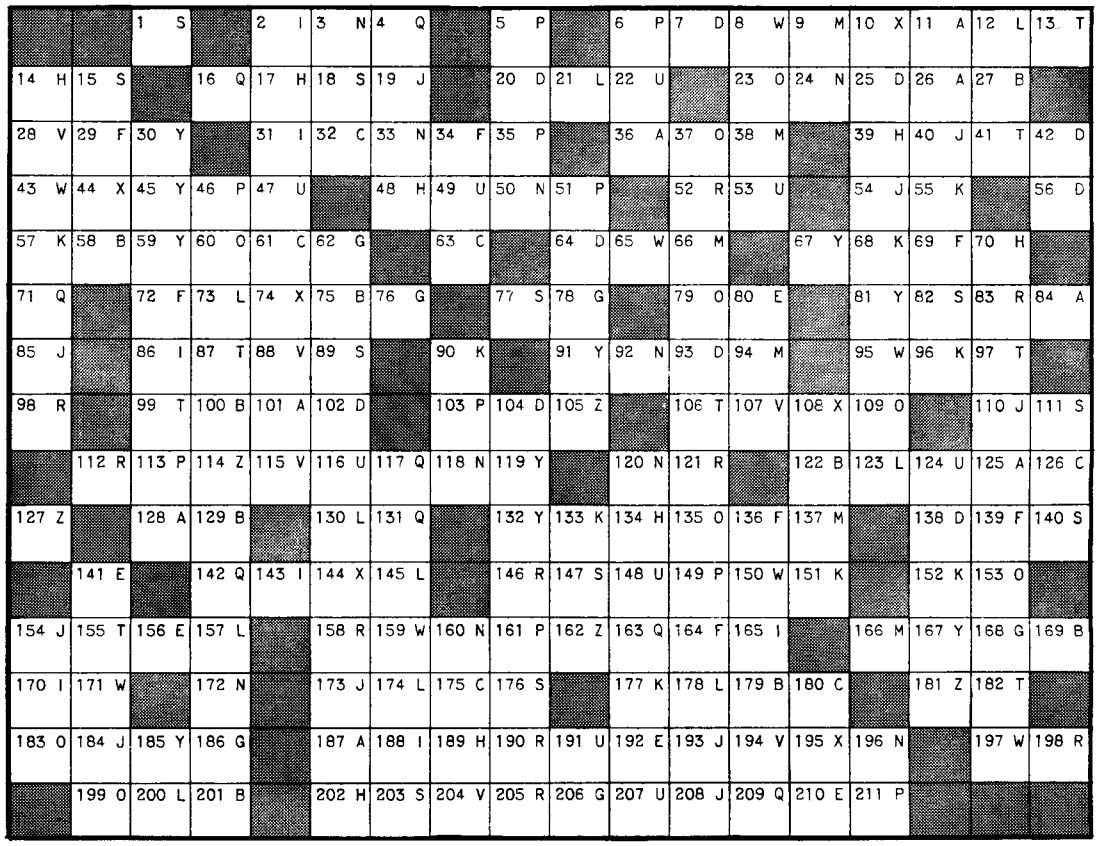
By Doris Nash Wortman

| DEFINITIONS | WORDS |
|---|---|
| A. Form into a synopsis. | 84 187 36 26 101 11 128 125 |
| B. Single category into which both the English Barbara Ward and our own John Kenneth Galbraith might be put. | 201 58 122 179 129 169 100 75 27 |
| C. Lovable dog whose well-meant adventures turn often into catastrophes (cartoons by George Sitka). | 126 63 175 32 180 61 |
| D. Geologist's term for a rock *structure* whose strata alternate as if having been of tidal formation (comp.). | 7 56 138 104 93 42 20 102 25 64 |
| E. Describing the man who, Cowper says satirically, is always in the right. | 210 192 141 156 80 |
| F. Describing the hair-dos of the Brubeck Quartet in 1956 as providing a "novel blending" with "long-hair elements" (*Dict. of Amer. Slang*; comp.). | 69 34 164 29 72 139 136 |
| G. Star well-known in France. | 62 186 78 168 206 76 |
| H. Wrangling; chaffering. | 70 14 39 202 134 189 17 48 |
| I. Following one's own caprice. | 2 170 31 86 143 188 165 |
| J. Early Greek philosopher of Ephesus, called the "Weeping" because of his gloomy view of life. | 173 19 40 184 193 154 110 208 54 85 |
| K. Hastily impulsive. | 90 152 55 57 151 68 133 96 177 |
| L. In the neighborhood. | 123 200 145 12 178 174 130 21 73 157 |

| DEFINITIONS | WORDS |
|---|---|
| M. Condition. | 137 66 38 166 94 9 |
| N. Abridge; epitomize. | 33 24 120 160 118 50 172 3 196 92 |
| O. Interaction; interdependence. | 79 60 199 37 23 183 135 109 153 |
| P. One of the U.S.'s most delightful national parks. | 211 6 51 113 149 46 5 161 103 35 |
| Q. Former very large African British protectorate, broken up 1963 into three self-governing states, two of them already independent. | 163 142 16 117 131 4 209 71 |
| R. In a way totally outside the realm of nature, absolutely out of the question. | 52 158 112 198 83 190 98 146 205 121 |
| S. Quarrelsome. | 18 82 15 77 176 89 140 1 147 203 111 |
| T. As two words, get rid of (something); as three words, charming or effectual manner in dealing with people or situations. | 41 99 155 182 106 13 97 87 |
| U. Command, competency. | 49 148 191 124 207 22 116 53 47 |
| V. Prosper. | 28 107 194 204 115 88 |
| W. Express amusement noisily (2 wds.). | 171 65 43 8 150 95 159 197 |
| X. Incarnation. | 108 144 44 10 195 74 |
| Y. Now regarded by many as the crucial point of our astronauts' experiences (comp.; not in WNI, 2nd or 3rd, but in common use. | 185 132 45 59 67 81 119 30 91 167 |
| Z. Volumes. | 105 114 181 162 127 |

## DIRECTIONS

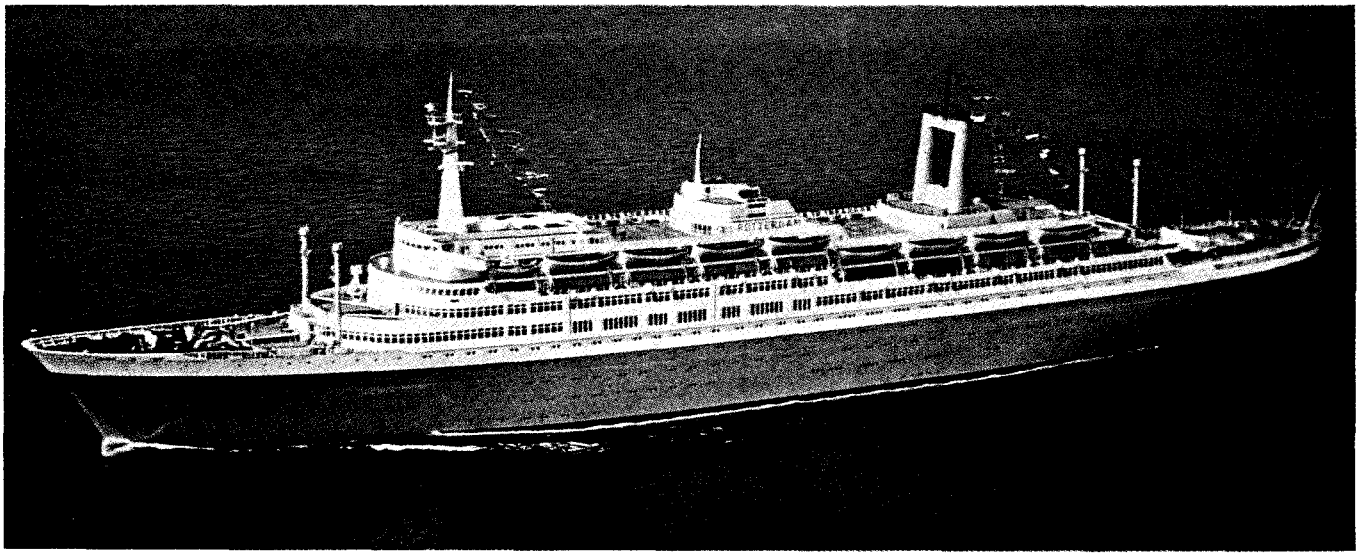
*To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second and Third Editions.*




Solution of last week's Double-Crostic will be found on page 20 of this issue.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



*Above: The 38,645 ton flagship s.s. Rotterdam*

*Below, left: Moonlight strolling on the promenade deck of the s.s. Nieuw Amsterdam, 36,982 tons*

*Below, right: Dinner in one of the s.s. Rotterdam's luxurious dining salons*

# For simple luxury, sail First Class to Europe on Holland-America Line.

At Holland-America Line, we believe if you're going to spend your good money on a First Class trip to Europe you ought to get absolutely luxurious treatment all the way.

And with us, you get it.

But our idea of luxury is maybe a little different from what you might expect of one of the largest steamship lines in the world, like Holland-America.

It's *simple* luxury.

Our cuisine, for example, is as good as the finest European restaurants. But we translate our menus so you can understand them.

Our service is prompt, and very, very efficient. But *friendly*.

Our cabin attendants will run when you ring. And stay away when you don't.

Our orchestras know all the latest discotheque tunes. But their favorites are the *old* favorites.

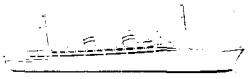
And while you're welcome to dress for dinner, the service will be just as good if you don't.

If our kind of luxury makes sense to you, then why not find out more about us?

Ask a travel agent about our frequent sailings from New York to England, France and other European ports.

Choose from the "Big Three": the Rotterdam, Nieuw Amsterdam, or the Statendam. They're all luxurious.

*Simply* luxurious, of course.

Sail a Happy Ship  Holland-America Line

Write Dept. C-102, Pier 40, North River, New York, N.Y. 10014
All ships under Netherlands registry.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

## The nicest thing about riding a bicycle is that everyone who rides bicycles talks to everyone else who rides bicycles. In Holland, everyone rides bicycles.

Everyone. Grandmothers, students, executives, nuns, doctors, lovers with their arms around each other, farmers—even Her Majesty the Queen.

Cycling is more than just a convenient way to get from one place to another. It's a whole attitude about life.

First of all, it's pretty hard to be stuffy or pompous or pretentious pedaling down to the corner for a beer. And bicycles are people-sized. They won't let you roar through life at sixty miles an hour ignoring everything in your way. Which might be why the Dutch insist on being surrounded with lovely houses, sparkling canals, and billions of flowers.

Cycling makes sure you don't get too big for your britches, too. And in more ways than one. It not only keeps your figure in shape, but it helps to keep you thinking young. Holland is an old country but the Dutch have about the youngest ideas in the world. (Look at Holland's avant-garde painters, listen to Dutch jazz.)

Being on a bicycle also teaches a healthy respect for economy. The Dutch insist on value. You'll appreciate that the first time you stop in a broodjeswinkel for lunch. Broodjes, Dutch for delicious sandwiches, is hard to say, but all you'll have to do is point at what you want from the tempting display of cheeses, meats, fish and salads. Two incredibly thick sandwiches and a glass of great Dutch beer will run about 60c.

But the nicest thing about riding a bicycle is that everyone who rides bicycles talks to everyone else who rides bicycles. But don't take our word for it. Join Holland's bicycle brigade (75c a day to rent a bike—we *told* you the Dutch were thrifty) and find out for yourself.

*Find out how traveling in luxurious Dutch style aboard a KLM jet or Holland-America Line flagship can start you off on a better European Holiday by starting you in Holland, Europe's hospitable entrance. Clip the coupon for a free copy of "Welcome To Holland."*

S-2

*Name*_____

*Address*_____

*City*_____ *State*_____

*Name of Travel Agent*_____

NETHERLANDS NATIONAL TOURIST OFFICE, ANVV
605 Fifth Ave., New York 17, N. Y.
681 Market Street, San Francisco 5, Calif.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED